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ABSTRACT

Results for the Spring 1989 Delaware Educational Assessment Program are presented. The assessment involved the administration of a newly normed test--the Stanford Achievement Test, Eighth Edition--to approximately 65,000 public school students in grades 1 through 8 and 11 during the period extending from April 5 through 18, 1989. Among other things, the program provides annual student performance data at the state, district, school, and student levels in the basic skill areas. In 1989, additional information was provided on listening and higher order thinking skills. The program includes all regular and special education students, with the exception of students in special schools or intensive learning centers. The performance of Delaware students as a whole compared well with the new national norms. Results are presented for the following 17 school districts as average scores for regular and special education students combined: Appoquinimink, Brandywine, Caesar Rodney, Cape Henlopen, Capital, Christina, Colonial, Delmar, Indian River, Lake Forest, Laurel, Milford, New Castle County Vocational-Technical, Red Clay Consolidated, Seaford, Smyrna, and Woodbridge. Skills assessed include listening, reading, mathematics, language/English skills, spelling, study skills, physical science, social science, and higher order thinking skills. The percentages of correct responses by items for 6 content areas are tabulated, and the parent report is included. (TJH)

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

1989 REPORT TO THE LEGISLATURE

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
Dover, Delaware 19903

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1989 REPORT TO THE LEGISLATURE

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December 1989

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STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

It is my pleasure to present to the legislature the results of the Spring 1989 Delaware Educational Assessment Program. This year a newly normed test, the Stanford Achievement Test, Eighth Edition, was administered for the first time. For this reason, it is difficult to make a comparison with test results from prior years. However, the average scores for Delaware students do continue to compare favorably with the national norms.

The Delaware Educational Assessment Program is a central component of the information systems essential to reporting the status and attainments of education in Delaware. Among other things, the program provides annual student performance data at the state, district, school, and student levels in the basic skill areas. This year, additional information was provided to Delaware educators in the areas of listening and higher order thinking skills. Over the years, Delaware educators have found these test data useful for such tasks as diagnosing student needs, improving instructional programs and curricula, and reporting student achievement to parents and the general public. The presence of such data has assisted in the augmentation of existing strengths and the targeting of resources to areas of identified need.

Staff within the Department of Public Instruction work closely with district and school staff to ensure the success of the Delaware Educational Assessment Program. Department of Public Instruction staff in the Research and Evaluation Division with responsibility for the program are:

Wilmer E. Wise, *State Director of Research and Evaluation Division*
Alice L. Valdes, *State Supervisor of Educational Assessment*
Kaye R. McCann, *State Specialist of Educational Assessment*
Gail R. Truxon, *Secretary of Research and Evaluation Division*

Recognition is also extended to the following individuals who served as District Test Coordinators for the 1988-89 school year:

Howard Gaines, *Appoquinimink*
Joseph Price, *Brandywine*
George Benner, *Caesar Rodney*
Gary Wray, *Cape Henlopen*
Robert Hall, *Capital*
Robert Bigelow, *Christina*
Richard Bulls, *Colonial*
Claudia Franceschi, *Delmar*
Judith Cullen, *Indian River*
Arthur Gilbert, *Lake Forest*
William Long, *Laurel*
Robert Sutcliffe, *Milford*
William Kehoe, *New Castle County Voc-Tech*
William Wallace, *Red Clay Consolidated*
Shirley Butler, *Seaford*
Mary Scott, *Smyrna*
Charles Parks, *Woodbridge*

Respectfully,

William B. Keene

William B. Keene
State Superintendent
Delaware Department of Public Instruction

INTRODUCTION

Governor P.S. duPont signed into law HB 845 in 1978 which provided for the implementation of a statewide achievement testing program in Delaware. This legislation helped to shape the Delaware Educational Assessment Program. The provisions of HB 845, 129th General Assembly (14 Delaware Code §122(b) (17)) included:

- Statewide standardized testing in grades one through eight and eleven in the content areas of reading, English and mathematics;
- Calculation of averages at the school, district, and state levels by grade and subject area;
- Analysis of test results by school district staff and the development of a plan to remedy the weaknesses identified;
- Reporting of individual achievement progress to parents.

For the first five years of its existence, the Delaware Educational Assessment Program administered the California Achievement Tests (CAT), normed in 1977. Beginning in the 1983-84 school year and extending through the 1987-88 school year, the Comprehensive Tests of Basic Skills (CTBS), normed in 1981, was administered. The Stanford Achievement Test, Eighth Edition (Stanford 8) was administered for the first time during the 1988-89 school year. The Stanford 8 was normed in 1988, thereby allowing for more current, meaningful comparisons to be made between the performance of Delaware students and those nationwide.

This report provides the information required by state law. The information is provided in three sections which include:

Part I - A description of the statewide testing program.

Part II - State level averages and analyses.

Part III - A listing of the averages by content area and grade level for each school and district and district plans to remedy identified weaknesses.

PART I
DESCRIPTION OF THE TESTING PROGRAM

This is Part I of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1989 REPORT TO THE LEGISLATURE

THE DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

The Delaware Educational Assessment Program is administered by the Research and Evaluation Division of the Department of Public Instruction. The division is responsible for conducting the assessment program to measure progress toward meeting Delaware's educational goals and the priority objectives of the State Board of Education. One important component of this program is the annual administration of standardized achievement tests and the subsequent reporting of results.

In addition, the program undertakes activities to increase the usefulness of test data. To this end, the program:

- provides training to school personnel in the use and interpretation of test data in curriculum and instructional improvement
- maintains a student tracking system and a computerized system for school personnel to use in accessing student test data for program management and evaluation
- produces reports for classroom teachers organized by current homeroom or instructional group. These reports are especially useful at the beginning of the school year in analyzing the strengths and weaknesses of students entering new classrooms. In 1988-89, 63 schools requested special reports for 1,645 groups involving over 37,000 students.

PROGRAM IMPLEMENTATION

This year, the Stanford Achievement Test, Eighth Edition (Stanford 8) was administered statewide for the first time. Approximately 65,000 Delaware public school students in grades 1-8 and 11 were tested during the period of April 5-18, 1989.

The statewide testing program includes all regular and special education students with the exception of students in special schools or intensive learning centers. State policy mandates that all mainstreamed special education students participate in the statewide testing program. Exclusion can be determined, however, by the student's IEP team for the following reasons: (1) a severe over-reaction to testing, (2) a moderate to severe learning disability or social/emotional maladjustment, (3) a physical handicap preventing testing, or (4) an inability to speak English.

Results in this report for this year's test are average scores for regular and special education students combined.

While the Delaware Educational Assessment Program staff is responsible for managing test administration, scoring, and reporting, the responsibility for carrying out the program rests with all levels of the professional education community. Each school district designates a test coordinator to organize and coordinate testing within the district. Within each school a professional staff member is responsible for supervising testing. In most cases, teachers serve as test examiners and proctors. All of these educators are crucial to the successful implementation of the statewide testing program.

CHARACTERISTICS OF THE STANFORD ACHIEVEMENT TEST, EIGHTH EDITION

The Stanford Achievement Test, Eighth Edition, is a series of nationally-normed standardized tests published by The Psychological Corporation. The Stanford 8 was normed in the spring and fall of 1988 on a representative national sample of over 400,000 students. Delaware was represented in the 1988 sample.

The Stanford 8 provides a different level of test for each grade, with no repetition of test items. In grades one through three, students record their responses directly in their test booklets, while students in grades four through eight and eleven receive test booklets with separate answer sheets.

The skill and content areas assessed in Delaware by the Stanford 8 are shown in Table 1.

Table 1
Skill and Content Areas Tested In Delaware By The Stanford Achievement Test, Eighth Edition

Areas	Grades	Test/Subtest Descriptions
Receptive Communication		
Listening	1-8	Measures the student's understanding of word meanings and the ability to remember, understand, and organize information that has been heard.
Reading	1	Word Reading - Measures the student's ability to recognize words and understand their meanings.
	1-3	Word Study Skills - Measures the student's ability to understand the relationship between sounds and letters in words and to recognize useful word parts.
	1-8 and 11	Reading Comprehension - Measures the student's ability to read and understand printed material. At the first grade level, the subtest has riddles and short paragraphs followed by questions. At all other levels, students answer questions about reading matter similar to that read in school, in everyday life, and on their own for fun.
	2-8 and 11	Reading Vocabulary - Measures the student's knowledge of word meanings and the ability to choose the correct meaning of a word based on how the word is used.

Table 1 (Continued)
Skill and Content Areas Tested By The
Stanford Achievement Test, Eighth Edition

Areas	Grades	Test/Subtest Descriptions
Mathematics	1-8 and 11	Measures the student's mathematic competence with emphasis on concepts of number, computation skills, and the application of these concepts and skills to solving problems.
Language/English	1-8 and 11	Measures the student's ability to use language mechanics such as capitalization and punctuation and language expression skills such as identifying correct grammar, appropriate sentence structure and clear writing style.
Spelling	1-8 and 11	Measures the student's ability to select the misspelled word in each group of four words or phrases. At the first grade level, this subtest is dictated and the student chooses which of three spellings of a word is the correct one.
Study Skills	3-8 and 11	Measures the student's ability to use library and reference skills as well as skills in locating and organizing information.
Science	11	Measures the student's ability to understand some of the ideas and skills learned in the areas of physical, biological, and earth/space science.
Social Science	11	Measures the student's ability to understand some of the ideas and skills learned in geography, history, political science, economics, psychology, sociology, and anthropology.
Higher Order Thinking Skills		
Using Information	3-8 and 11	Measures the student's knowledge of such skills as alphabetizing, using the dictionary, using reference sources, and understanding maps, graphs, and charts.
Thinking Skills	3-8 and 11	Measures the student's ability to make inferences, draw conclusions, determine relationships, predict outcomes, classify, and evaluate.

Scores for Higher Order Thinking Skills are derived from items that are embedded in some of the subtests. The Using Information score is derived from items in the Mathematics Applications, Study Skills, Science, and Social Science subtests. The Thinking Skills score is derived from items in the Reading Comprehension, Concepts of Number, Mathematics Applications, Study Skills, Listening, Science, and Social Science subtests.

The Stanford 8 is different from other nationally-normed achievement tests in that it measures both listening skills and higher order thinking skills. This is the first year that Delaware students have been assessed in either of these skill areas. The assessment of higher order thinking is particularly appropriate this year since it supports the State Board's initiative to establish strategies for the development of students' higher order thinking skills such as making inferences, drawing conclusions, determining relationships, predicting outcomes, classifying, and evaluating.

REPORTING AND INTERPRETATION OF SCORES

Reports of test results were generated at the individual pupil, school, district, and state levels. Student, school, and district level reports were returned to Delaware educators before the end of the school year and were available over the summer months for instructional planning. Reports for parents and teachers provide performance data for individual students while reports for principals, district administrators, and state administrators provide data for groups of students.

Test scores at the individual and group levels are reported for component subtests and total area tests. Tests and component subtests vary somewhat by grade. That is , except at grade 11 where students take only one mathematics test, in addition to the Total Mathematics score, scores are also reported for the subtests Concepts of Number, Mathematics Computation, and Mathematics Applications. For language, scores are reported for Total Language, Language Mechanics and Language Expression, except at grades 1, 2, and 11 where only one language test score is reported. In reading, scores are reported for Total Reading and for the subtests Reading Comprehension, Reading Vocabulary, Word Study Skills (grades 1-3) and Word Reading (grade 1). Scores are also reported for Spelling, Study Skills, Listening, Science, and Social Science. A Total Basic Battery score is reported for grade groups and for individual students who completed all component subtests, excluding Science and Social Science. A Complete Battery Score is available for grade 11 students only, compiled from all subtest scores including Science and Social Science.

The score used in this report is the Normal Curve Equivalent (NCE). The NCE is a standard score scale with a national average of 50, a range of scores from 1 to 99 and a standard deviation of 21.06. This scale was selected because it enables comparisons to be made between different subtests and to the national norm for all grades tested. When reading this report, scores can be put in perspective by comparing the test score to the national norm. Average scores higher than 50 are above the national norm.

UTILITY OF THE TEST RESULTS

The Delaware Educational Assessment Program strives to be responsive to the needs of students, teachers, and administrators in order to improve the quality of education received by each student. Student performance data is useful as one criterion for:

- diagnosing individual pupil strengths and weaknesses
- placing students in instructional groups or programs
- guidance and counseling
- identifying curricular and instructional weaknesses
- instructional planning
- evaluating programs
- conducting research studies

PART II
STATE LEVEL RESULTS AND ANALYSIS

This is Part II of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1989 REPORT TO THE LEGISLATURE

1989 ASSESSMENT RESULTS

STATE RESULTS IN BASIC SKILLS AREAS

Performance of Delaware students as a whole (regular and special education combined) compares well with the new national norms.

Reading. Statewide averages for Total Reading were above the national norm in grades 2-8 and 11. Grade 1 scores were below the national norm. In general, Reading Comprehension scores exceeded Reading Vocabulary scores.

Language. Statewide averages for Total Language and its component subtests of Language Mechanics and Language Expression were above the national norm at all grades tested with the single exception of Language Expression at grade 7. Total Language scores were higher than Total Reading Scores at all grades tested with the exception of grade 7 and exceeded Total Mathematics scores in all grades except grade 1.

Mathematics. Statewide averages for Total Mathematics were above the national norm at all grades tested except for grades 5, 6, and 7.

Science and Social Science. Delaware students in grade eleven scored above the national norm in both the Science and Social Studies tests. No subtest scores are available.

Basic Skill Summary. Average Delaware student performance was above the national norm at all grade levels on the Total Basic Battery except for grade 1. Average student performance in :

- Reading was above the national norm in 8 of the 9 grades tested
- Mathematics was above the national norm in 6 of the 9 grades tested
- Language was above the national norm in all of the grades tested.

More detailed component objective data are shown in the Appendix by content area. Entries labeled percent correct are averages of the percent of students responding correctly to each of the items testing the category objective. These data are for the combination of Delaware regular and special education students and for the national sample.

STATE RESULTS IN HIGHER ORDER COGNITIVE SKILLS

Using Information - Statewide averages for Using Information were at or above the national norm in all 7 grades tested (3 - 8 and 11).

Thinking Skills - Statewide averages for Thinking Skills were above the national norm in 5 of the 7 grades tested. Grades 6 and 7 were slightly below the national norm.

Table 2
Stanford Achievement Test, 8th Edition
Average NCE Scores For Delaware Students, 1989
Regular and Special Education Students Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Word Reading	46.3	-	-	-	-	-	-	-	-
Word Study Skills	49.3	52.5	52.5	-	-	-	-	-	-
Reading Vocabulary	-	51.8	51.9	49.7	50.6	49.3	50.8	49.9	51.1
Reading Comprehension	48.3	51.9	52.7	51.5	51.6	52.3	50.5	51.6	51.8
TOTAL READING	**48.4**	**52.4**	**52.8**	**50.6**	**51.2**	**51.2**	**50.7**	**51.0**	**51.6**
Concepts of Number	51.0	52.7	51.3	50.0	50.6	49.4	49.5	50.7	-
Mathematics Computation	50.8	52.4	51.8	50.1	48.9	47.9	50.5	50.3	-
Mathematics Applications	49.8	52.3	52.4	51.1	49.6	49.5	48.4	49.9	-
Mathematics	-	-	-	-	-	-	-	-	51.3
TOTAL MATHEMATICS	**50.7**	**52.9**	**52.0**	**50.8**	**49.7**	**48.7**	**49.7**	**50.5**	**51.3**
Language	50.3	55.3	-	-	-	-	-	-	-
Language Mechanics	-	-	54.2	53.5	52.1	51.0	50.2	50.7	-
Language Expression	-	-	54.6	53.2	52.3	52.5	49.8	52.0	-
English	-	-	-	-	-	-	-	-	51.7
TOTAL LANGUAGE	**50.3**	**55.3**	**54.6**	**53.3**	**52.2**	**51.8**	**50.3**	**51.5**	**51.7**
Spelling	48.3	53.6	52.6	52.2	51.5	50.0	50.1	50.7	50.7
Study Skills	-	-	55.2	52.2	51.8	51.8	50.2	49.9	51.5
Listening	50.6	52.8	50.5	50.0	49.7	49.7	47.8	48.2	-
BASIC BATTERY	**49.7**	**53.4**	**53.4**	**51.9**	**51.4**	**50.4**	**50.2**	**50.7**	**51.6**
Science	-	-	-	-	-	-	-	-	51.0
Social Science	-	-	-	-	-	-	-	-	51.3
COMPLETE BATTERY	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**51.5**
HIGHER ORDER THINKING SKILLS									
Using Information	-	-	54.9	52.4	51.5	51.5	50.5	50.0	51.4
Thinking Skills	-	-	52.8	51.2	50.6	49.8	49.4	50.5	51.9

PART III
REPORT OF AVERAGES BY SCHOOL AND DISTRICT
AND
DISTRICT TEST SCORE ANALYSES AND
PLANS TO REMEDY WEAKNESSES

This is Part III of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1989 REPORT TO THE LEGISLATURE

SCHOOL AND DISTRICT AVERAGES

Part III of this report provides a compilation of the average scores for every grade tested in each school building and district within the State of Delaware. District averages by grade for reading, language, mathematics, and basic battery precede individual school scores in the same content areas. Averages for science and social studies are included for the districts and for all high schools.

School or district averages can be compared to the national NCE norm of 50. School and district averages can be compared to the State of Delaware averages found in Part II of this report. The reader is cautioned that small differences, i.e. one or two points between two scores, may not be educationally meaningful or significant.

The averages listed can be used by educators to identify areas where student achievement is above the national norm. These can be considered areas of curricular or program strength. Also, areas can be highlighted where further data analysis is necessary in order to pinpoint weaknesses. If weaknesses are identified, educators can apply available resources to alleviate problems accomplished through the coordinated efforts of Department of Public Instruction and local school district staff.

As part of the assessment program, districts are provided with several different reports on student performance that enable them to do essential diagnostic work. Parents are provided with a report on individual student achievement (see Appendix B, Page V-2, for a sample Parent Report). Schools receive a wide variety of test reports as part of the statewide assessment program. These reports show average scores for each grade, performance on curriculum objectives within subtest areas and item responses for individuals in each classroom. The test results can be used to detect curriculum weaknesses for group or individual remediation. The Department of Public Instruction encourages school and district educators to use test data in conjunction with other information to aid in decision-making relating to day-to-day instruction, remediation, diagnosis, placement and selection for special programs.

Following each set of school and district average scores is an analysis of the test data and plans to remedy identified curriculum weaknesses. This information was prepared by school district staff. To help school districts develop their section of this report, Department of Public Instruction staff provided school districts with guidelines for analyzing test results in a systematic and objective manner.

The districts' plans are presented in alphabetical order by school district according to the following format:

Section I - District and School Scores
Section II - Analysis of Test Results
Section III - Evaluation of Last Year's Accomplishments
Section IV - District Priority Statement for 1989-90
Section V - Plan to Remedy Weaknesses

Because of space limitations, appendicies from two distict reports (Christina and Milford) are not included in this report. These appendicies, which include tables and graphs, can be obtained from the Department of Public Instuction.

APPOQUINIMINK SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT APPOQUINIMINK

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	45.7	53.9	54.3	55.2	49.3	50.4	53.2	50.6	50.5
Mathematics	50.8	50.8	50.8	53.0	44.9	48.7	50.9	48.8	46.0
Language/English	54.8	56.2	54.4	56.5	45.7	51.0	52.9	50.7	52.1
Basic Battery	49.1	52.5	53.3	55.9	47.2	49.5	53.1	50.1	49.0
Science									48.2
Social Science									49.2

SCHOOL Silver Lake Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	46.9	56.0	52.7	57.3					
Mathematics	53.9	54.7	48.1	53.5					
Language/English	56.5	57.3	52.7	55.8					
Basic Battery	51.1	55.2	51.3	56.7					
Science									
Social Science									

SCHOOL Townsend Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	42.5	48.5	58.0	50.9					
Mathematics	42.3	40.4	56.9	52.1					
Language/English	49.9	53.3	58.3	57.9					
Basic Battery	43.6	45.2	58.1	54.2					
Science									
Social Science									

SCHOOL Redding Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading					49.3	50.4	53.2	50.6	
Mathematics					44.9	48.7	50.9	48.8	
Language/English					45.7	51.0	52.9	50.7	
Basic Battery					47.2	49.5	53.1	50.1	
Science									
Social Science									

DISTRICT APPOQUINIMINK

SCHOOL Middletown High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									50.5
Mathematics									46.0
Language/English									52.1
Basic Battery									49.0
Science									48.2
Social Science									49.2

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Appoquinimink
School District

Ronald Menz
District Superintendent

10/31/89
Date

District Analysis of the Results of the Spring 1989 Delaware Educational Assessment Program And the Related Educational Improvement Plan for 1989-90 School Year

I. Analysis of Test Results

The Spring of 1989 administration of the Stanford Achievement Test in the Appoquinimink School District provides the District teachers with valuable information about the basic skills instruction. In addition, the Stanford Achievement Test gives data about thinking and listening skills.

Because the Stanford Achievement Test was administered for the first time during 1989 there is an unfortunate gap in the longitudinal comparisons so it will be difficult to make comparisons about trends over the past five years.

A. Identification of Strengths and Weaknesses

1. Strengths

Reading, Grades 2-4;6-11
Math, Grades 1-4
Language, Grades 1-4;6-11
Total Battery, Grades 2-4;7

2. Weaknesses

Special Education students
Reading Grade 1;5
Math Grade 5;11
Language Grade 5
Total Battery Grade 5
Thinking and Listening skills at all grade levels*

B. Identification of student target groups, schools, grades, content areas and other special needs to justify your priorities.

1. Target Groups

Grade 1 students; District in Reading
Grade 5 students ; RMS
Special Education

Reading and Mathematics skills seem to be the greatest weaknesses for this group. However, some of the results might be mitigated by the fact that this group has been weak on the last three DEAP testing sessions.

II. Evaluation of Last Year's Accomplishments

A. Restatement of priority statement for 1988.

The Appoquinimink School District will continue to use data obtained from the Delaware Assessment Program to improve educational programs and to increase the level of performance both on standardized tests **and** in "real world" skills.

Unfortunately because we are using a different test this year it is difficult to make comparisons between last year's priorities and this year's test results. It will take several testing sessions before we can make valid comparisons.

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* Although the results do show that the District students performed in ways comparable to the state, the scores should be stronger in this area. Since there is no longitudinal data, the results are perhaps equivocal.

III. District Priority Statement for 1989-90 School Year

A. Our principal educational priority will be to enhance the "real world" skills of our students. In part this effort will be based on the results of the DEAP. The most important part of the DEAP results are the item analysis reports that are generated by the Division of Research and Evaluation. These results are used by District teachers to improve specific instruction.

B. Primary critical needs and target groups involved.

1. Reading instruction, Grade 1, regular and special
2. Reading and Math instruction, Grade 5, regular and special

C. The identified groups were those that demonstrated the lowest scores in the District.

IV. Plan to Remedy Weaknesses

A. Long-range performance expectations for the identified groups and your short-term performance objectives for the 1989-90 school year.

1. Improvement of reading scores in grades 1 and 5 such that the scores for the grade 2 and 6 students are at or above the 50 N.C.E.

2. Improvement of mathematics scores in grades 1 and 5 such that the scores for the grade 2 and 6 students are at or above the 50 N.C.E.

2. Improvement across all grade levels in the thinking and listening skills portion of the Stanford Achievement Test.

B. Outline the activities that you will implement to meet these long and short term goals.

1. Review of current classroom activities in light of item analysis results and revision of classroom activities and instruction to remedy inconsistencies between instruction and evaluation.

2. Make use of Department of Public Instruction assistance in the area of Mathematics to revise instructional activities in light of the coming Math Standards and reports like **Everybody Counts.**£

3. Continue District-wide dialogue on the nature of basic skills instruction. There is a sense that we are not providing the most effective instruction. The danger is and has been that we will spend too much time targeting the specific basic skills test and miss our goal. As the authors of **Everybody Counts** note:

> **The typical effect of a minimal competency examination is to reallocate limited instructional resources from the average students who have no trouble passing such a test to the weakest students who need special help. Since the effort to bring all students up to the level set by the exam is so great, the progress of the majority is often slowed down while that of a few is improved. Many weak students fall further be-**

£ National Research Council. **Everybody Counts: A Report to the Nation on the Future of Mathematics Education. Washington, D.C.: National Academy Press, 1989.**

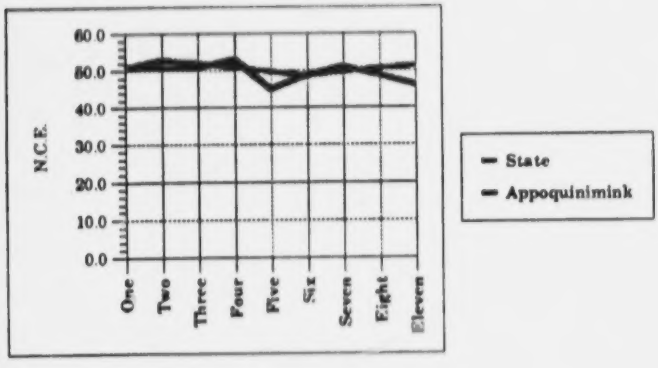
> hind; often, the floor is too low for all. On the whole, more students lose than gain from such rigid structures.[¢]

4. Begin the development of effective grade level examinations that will help direct instruction in profitable ways; i.e., to create "exit exams" that will test skills at the highest possible level on Bloom' Taxonomy of Educational Objectives.

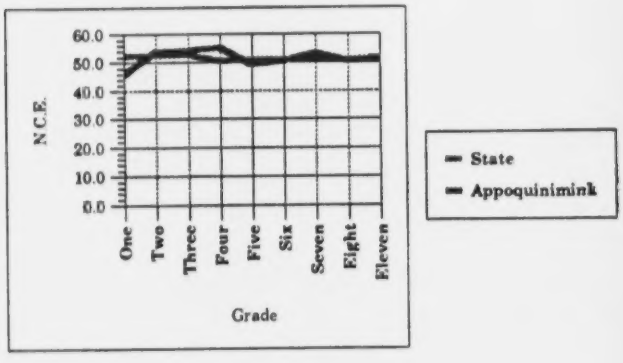
¢ National Research Council, p. 68.

Testing Summary 1989

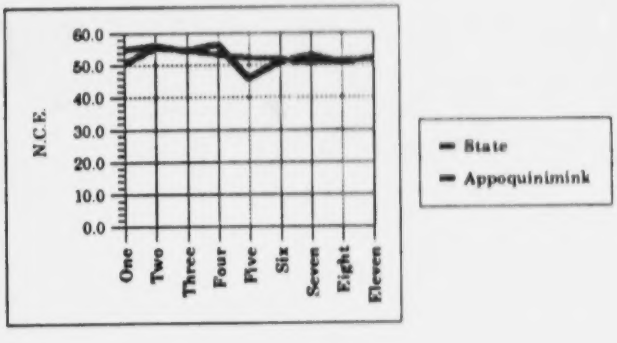
Mathematics



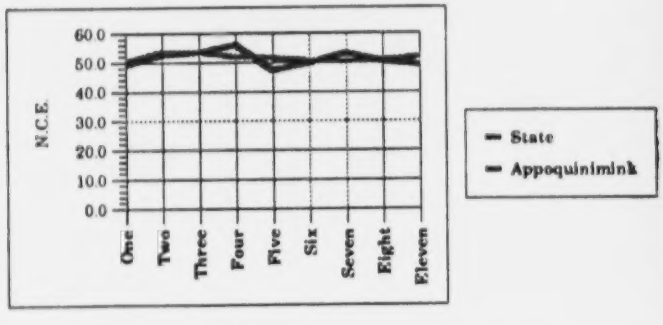
Reading



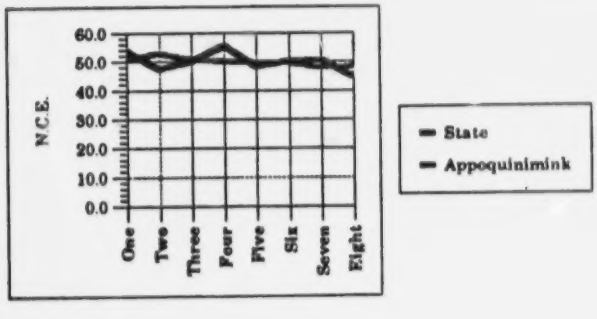
Language



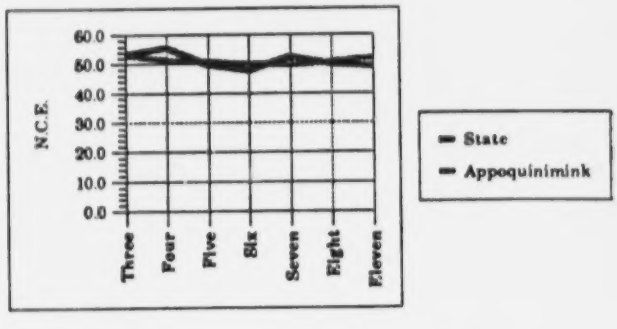
Basic Battery



Listening



Thinking Skills



BRANDYWINE SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT BRANDYWINE

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.3	55.6	54.9	53.9	54.7	55.5	53.0	52.8	55.5
Mathematics	57.7	59.5	58.2	56.8	55.9	55.1	53.7	53.7	54.2
Language/English	53.9	60.9	59.3	57.2	56.0	55.5	52.1	52.5	55.1
Basic Battery	55.8	58.7	58.4	56.7	56.4	55.7	53.3	53.2	55.5
Science									53.0
Social Science									55.5

SCHOOL Brandywood Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.2	63.3	65.5						
Mathematics	63.1	64.2	69.0						
Language/English	59.5	64.1	67.4						
Basic Battery	59.3	65.6	68.2						
Science									
Social Science									

SCHOOL Carrcroft Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	63.9	59.7	56.7						
Mathematics	65.0	66.4	51.0						
Language/English	65.7	68.5	59.0						
Basic Battery	68.3	67.3	58.7						
Science									
Social Science									

SCHOOL Darley Road Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	59.4	57.7	50.1	48.2	49.0				
Mathematics	61.9	51.4	54.7	49.1	52.9				
Language/English	55.1	65.7	52.6	53.5	51.0				
Basic Battery	59.4	57.3	53.3	49.4	52.9				
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL Forwood Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	48.7	53.9	55.6						
Mathematics	57.3	58.4	58.3						
Language/English	48.9	56.1	61.3						
Basic Battery	52.0	57.3	59.0						
Science									
Social Science									

SCHOOL Lancashire Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.6	55.7	52.9						
Mathematics	48.2	56.2	54.5						
Language/English	50.1	59.6	57.5						
Basic Battery	49.3	57.1	56.1						
Science									
Social Science									

SCHOOL Lombardy Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.8	55.5	57.0						
Mathematics	63.7	59.0	66.1						
Language/English	61.4	61.1	61.6						
Basic Battery	61.9	57.5	62.1						
Science									
Social Science									

SCHOOL Maple Lane Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	38.1	40.6	43.4	44.4	41.2				
Mathematics	46.0	50.9	51.0	51.5	48.1				
Language/English	41.3	52.7	51.4	51.2	45.2				
Basic Battery	40.9	43.7	47.2	48.2	44.5				
Science									
Social Science									

SCHOOL Mt. Pleasant Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	52.3	52.1	53.2						
Mathematics	56.4	66.3	55.0						
Language/English	50.4	59.8	60.1						
Basic Battery	56.6	58.7	57.2						
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL David W. Harlan Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				54.6	56.8	59.0			
Mathematics				58.1	57.3	59.2			
Language/English				59.0	57.1	60.0			
Basic Battery				58.9	58.2	60.3			
Science									
Social Science									

SCHOOL Pierre S. duPont Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				57.1	57.0	56.7			
Mathematics				58.9	57.3	56.6			
Language/English				58.2	58.6	56.1			
Basic Battery				58.9	58.2	56.3			
Science									
Social Science									

SCHOOL Marguerite H. Burnett Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						45.8	43.3	43.2	
Mathematics						43.1	42.2	42.3	
Language/English						46.1	41.3	41.0	
Basic Battery						44.8	42.3	41.8	
Science									
Social Science									

SCHOOL Hanby Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.5	56.5	
Mathematics							60.2	58.9	
Language/English							56.2	57.8	
Basic Battery							58.2	58.3	
Science									
Social Science									

SCHOOL Talley Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.8	52.8	
Mathematics							52.2	52.5	
Language/English							53.0	51.4	
Basic Battery							53.1	51.7	
Science									
Social Science									

DISTRICT BRANDYWINE

SCHOOL Brandywine High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									62.6
Mathematics									60.6
Language/English									62.6
Basic Battery									62.6
Science									57.4
Social Science									61.6

SCHOOL Claymont High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									41.4
Mathematics									42.4
Language/English									40.6
Basic Battery									41.0
Science									41.1
Social Science									41.2

SCHOOL Concord High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									56.7
Mathematics									54.9
Language/English									56.6
Basic Battery									56.6
Science									54.3
Social Science									56.8

SCHOOL Mt. Pleasant High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									53.9
Mathematics									52.4
Language/English									51.7
Basic Battery									52.9
Science									53.1
Social Science									54.9

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1989

School District Brandywine

District Superintendent Frank J. Fergele

October 31, 1989
Date

I. Analysis of Test Results

Mean Normal Curve Equivalent scores were used throughout the analysis the district made of the 1989 Stanford Achievement Test. Combined student scores (regular and special education) were used. In making test results comparisons, a difference of two +/- NCE points is considered to be a meaningful difference.

Strengths

A. District scores led the state in grades 1-6 on Basic Battery scores.

B. District scores surpass the state average at all grade levels, in all areas assessed.

C. No grades were below the national mean at any grade level or area tested.

Weaknesses

A. District performance begins to decline at the junior high level, beginning at grade 7 on Basic Battery scores.

B. Student performance is below the national level on Basic Battery scores at several elementary schools.

II. Evaluation of Last Year's Accomplishments 1988-89.

The Brandywine School District staff identified the following instructional objectives for the school year 1988-89.

1. Provide opportunities for students to be educated in least restrictive environment.

   An evaluation of special needs students was made to determine if a more effective program could be provided in reassigned buildings or classes. Many students from ILC were reassigned to LRE with plans to continue process in 1989/90 school year.

2. Implement At-Risk Program - Secondary Schools.

   A full range of services was offered at the secondary level for At-Risk students, 7-12. Counseling and Guidance Services, Project Potential, University Awareness Project, Drug Education Program, Drop-out Prevention Program and the Youth Suicide Prevention Program. Inservice programs for staff were provided in these related areas.

3. Implement comprehensive health education, emphasis on drugs, alcohol, AIDS - wellness.

   A series of training sessions were held for teachers to assist them in teaching the special curriculum prepared for them. A survey was conducted to determine when, where and time allocated to present the material on these subjects. These surveys provided information to ensure that staff followed plans to implement programs.

4. Develop, implement guidance program, K-3.

   Full time guidance counselors were employed for primary grades providing continual guidance services K-12. This guidance program was integrated into special program operational at primary level. They are: Project Life - An Early Detection and Prevention Project for the Primary Grades, Darley Road Mentoring Project, A Crisis Intervention Committee, Project Early Catch Up, SELF (Self Esteem Language at Forwood). The Maple Lane Enhancement Plan - A Cooperative/School District Effort to Increase Academic Achievement of Targeted Students in Grades 1, 2 and 3, was directly related to this school's performance on standardized tests. Special activities were implemented to increase student performance on these achievement tests.

5. Implement state teacher/specialist evaluation system.

   A series of workshops were attended by administrators to polish their observation and evaluation skills to utilize the states teacher/specialist evaluation systems. A computerized program was provided to assist administrators to complete written teacher evaluation. The program is being used in all buildings.

6. Implement AIDS Policy.

   Curriculum materials, videos and resource people have been made available to all staff to implement Board policy on AIDS. Inservice training has been provided for all staff along with a number of large group informational meetings. Concentrated efforts will continue in this area.

III. District Priority Statements 1989-90.

The following instructional objectives have been identified by the staff of the Brandywine School District. Each has been approved and disseminated to all administrative and instructional personnel.

1. Develop five year curriculum review timeline.

   Longitudinal studies over the past several years reveal significant losses in Reading, Language Arts, and Math at the intermediate level.

2. Review promotion policy, report cards and related procedures.

   Student performance based upon standardized assessments and attainment of critical objectives indicate that promotion policies need to be examined.

3. Describe and "coordinate" "At-Risk" programs K-12.

   Existing programs K-12 for "At-Risk" students were identified and reviewed for their effectiveness and adequacy. The performance of students in specific schools was analyzed. Additional resources will be provided to assist students identified in need.

4. Implement and expand new school based math program.

   Maple Lane Elementary and Burnett Junior High have been identified as schools in need of concentrated assistance for students whose performance level is below district and national achievement levels.

Critical Needs

Critical needs in the district are reflected by the four program priorities for 1989-90.

1. A timeline for a period of five years will be developed to assure a systematic review of all areas of curriculum, especially reading, language arts and math, which were found to be lower in student performance. Those which have not been examined within 5/6 years will be placed on the critical list first.

2. Given the many changes in the district organization, course content and selection, a review and revision, if necessary, will be pursued in the areas of Promotion Policy, Reporting Procedures and related topics. The intent of this review will be to improve procedures to assist students to attain higher levels of competencies and, therefore, to perform better on standardized tests.

3. At-Risk programs have been developed and described. The effort is now to look at the sequence of the At-Risk projects and to further coordinate them. Additional resources will be provided to targeted schools for the purpose of improving student performance.

4. The concept of the new school-based math program is a critical need as we attempt to improve student achievement, particularly at the intermediate level where student achievement is not in keeping with expectations.

Rationale

It is the philosophy of the district to provide an instructional program to meet the needs of all students. In order to implement this philosophy, program content and student progress are monitored carefully. Preventive measures are initiated in terms of drug abuse, counseling, developing potential and improving attendance. A strong classroom observation program is encouraged to improve instruction and classroom management. A full range of diagnostic and specialized services are offered to students with special needs.

IV. Plan to Remedy Weaknesses

The District Priority Statements identified in Section III describe the areas which the district will attempt to strengthen. The statement of the priorities with the accompanying explanations is the plan which will be followed in 1989-90.

It is expected that students At-Risk will improve in test performance over time. Specifically students at Maple Lane and Burnett Junior High will be provided resources which will improve self esteem and academic performance. The active involvement of parents will support this effort.

Committees for curriculum review, promotion and At-Risk students will be appointed to develop recommendations for change as it is related to student performance.

No assistance from the DPI will be anticipated at this time other than the normally requested inservice activities with building staff.

CAESAR RODNEY SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CAESAR RODNEY

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.8	51.8	53.8	52.3	54.1	51.7	52.0	51.8	53.0
Mathematics	49.3	49.7	53.0	50.8	51.4	50.3	50.3	55.2	54.2
Language/English	48.9	55.6	56.9	54.6	54.7	55.0	51.3	50.8	50.2
Basic Battery	47.5	51.8	54.4	52.9	53.9	51.7	51.0	52.2	52.9
Science									54.6
Social Science									54.6

SCHOOL Allen Frear Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.0	48.6	52.7	51.2					
Mathematics	47.9	46.7	53.0	51.6					
Language/English	48.8	52.1	54.5	51.2					
Basic Battery	45.5	48.4	53.4	51.4					
Science									
Social Science									

SCHOOL J. Ralph McIlvaine Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	42.9	50.2							
Mathematics	50.7	52.3							
Language/English	46.7	52.1							
Basic Battery	45.4	51.3							
Science									
Social Science									

SCHOOL Major George S. Welch Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.3	54.9	57.7	50.7	56.8	54.3			
Mathematics	50.7	53.3	57.4	52.7	57.3	53.0			
Language/English	53.1	59.3	61.9	51.7	59.4	58.2			
Basic Battery	50.6	54.7	58.7	51.5	59.1	53.8			
Science									
Social Science									

DISTRICT CAESAR RODNEY

SCHOOL General Henry H. Arnold Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.1	51.5	51.7						
Mathematics	46.9	53.9	53.1						
Language/English	47.9	54.0	52.6						
Basic Battery	45.2	52.8	51.6						
Science									
Social Science									

SCHOOL Nellie Hughes Stokes Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.6	50.1	50.7						
Mathematics	48.6	57.5	48.9						
Language/English	47.2	46.3	55.8						
Basic Battery	46.9	50.4	51.2						
Science									
Social Science									

SCHOOL W. Reily Brown Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.5	58.0	59.0	61.4	54.9	54.0			
Mathematics	51.7	51.3	58.3	58.2	50.8	53.5			
Language/English	50.4	57.2	63.2	65.6	52.0	53.5			
Basic Battery	51.0	56.1	59.9	62.3	53.2	53.8			
Science									
Social Science									

SCHOOL W.B. Simpson Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				49.8	54.5	48.4			
Mathematics				44.2	49.1	45.5			
Language/English				55.0	57.5	55.3			
Basic Battery				50.5	54.0	48.3			
Science									
Social Science									

SCHOOL Star Hill Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					51.7	52.6			
Mathematics					49.9	51.7			
Language/English					50.7	53.6			
Basic Battery					50.9	52.8			
Science									
Social Science									

DISTRICT CAESAR RODNEY

SCHOOL Caesar Rodney Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							52.3	51.6	
Mathematics							50.5	55.2	
Language/English							51.4	50.8	
Basic Battery							51.2	52.2	
Science									
Social Science									

SCHOOL Dover Air Force Base Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							50.8	53.0	
Mathematics							49.9	55.5	
Language/English							51.2	50.8	
Basic Battery							50.0	52.2	
Science									
Social Science									

SCHOOL Caesar Rodney High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.0
Mathematics									54.2
Language/English									50.2
Basic Battery									52.9
Science									54.6
Social Science									54.6

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Caesar Rodney School District
School District

Dr. William J. Bach
District Superintendent

October 30, 1989
Date

Analysis of Test Results

Caesar Rodney students reflect either a "Strength" or "Strong Strength" in 75 of the 100 areas indicated below when using a combination of mean and median scores, as well as quartile distributions. Said findings are based on a comparison of Caesar Rodney regular students and the national norm group.

	1	2	3	4	5	6	7	8	11
Word Study Skills	--	+	++	///	///	///	///	///	///
Word Reading	--	///	///	///	///	///	///	///	///
Reading Comprehension	--	+	++	++	++	++	⊖	++	+
Reading Vocabulary	///	++	++	+	++	⊖	++	+	++
Concepts of Numbers	-	--	-	-	++	-	-	++	///
Math Computation	+	⊖	++	⊖	-	⊖	+	++	///
Applied Math	--	++	++	++	++	+	⊖	++	///
Math	///	///	///	///	///	///	///	///	++
Language	--	++	///	///	///	///	///	///	+
Language Mechanics	///	///	++	++	++	++	++	+	///
Language Expression	///	///	++	++	++	++	-	-	///
Spelling	--	++	++	++	++	+	++	++	+
Study Skills	///	///	++	++	++	++	++	++	///
Listening	--	++	--	++	+	++	--	⊖	///
Using Information	///	///	++	++	++	++	++	++	++
Thinking Skills	///	///	++	++	++	+	+	++	++
Social Studies	///	///	///	///	///	///	///	///	++
Science	///	///	///	///	///	///	///	///	++

++ Indicates a Strong Strength
+ Indicates a Strength
⊖ Indicates Average
- Indicates a Weakness
-- Indicates a Strong Weakness
/// Indicates No Test Given

Caesar Rodney District's Mean NCE scores were compared with State Mean NCE scores at each level and by major test category for all students, including LD, SED, and EMH. It was found that Caesar Rodney Means are at or above the State Mean in 42 of 52 instances, or for 81% of the test categories. Concepts of numbers with strength only at grades 5 and 8 is an area that must be given priority attention.

Evaluation of Last Year's Accomplishments

The District's priority statements for the 1988-89 academic year are restated below in bold print. A comparison of those statements with actual results is indicated.

1. **Maintain current high level of student achievement in grades four through eight and eleven.**
   The first priority was met when 35 of the 37 major test categories for grades four through eight and eleven were at or above the State Mean.

2. **Improve test scores on a longitudinal basis.**
   Longitudinal comparisons between 1987-88's California Test of Basic Skills and 1988-89's Stanford Achievement Test cannot be accurately determined.

3. **Review the math curriculum with particular emphasis at the elementary level, where Caesar Rodney's scores were below the State Mean at five of six grade levels.**
   An analysis of test results in elementary mathematics resulted in specific criteria being used for the review and selection of new curriculum materials. The results of that effort should be measurable by comparing 1989 and 1990 Stanford Achievement scores.

District Priority Statements -- 1989/1990 School Year

1. Maintain current high level of student achievement in grades three through eight and eleven.

2. Identify the cause for depressed scores across the spectrum in grade one and across grade levels in the area of number concepts.

Plan to Remedy Weaknesses

1. While improvement is always a priority, Caesar Rodney has historically maintained a high rank relative to DEAP scores. In order to maintain that superiority, it is of paramount importance that we recognize the contributions made by teachers, students, parents, and the community in general. The pride generated from recognition of a job well done can be a determinant of future successes.

2. The math curriculum was examined by all math teachers as part of an ongoing five-year curriculum review cycle during the 1988-89 school year. The decisions made and the resulting curriculum changes have not yet had an opportunity to be validated by test scores. It is anticipated that careful implementation of the program during the 1989-90 school year will result in increased student math understanding and achievment.

CAPE HENLOPEN SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CAPE HENLOPEN

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	49.9	53.7	57.8	52.4	51.3	53.4	55.5	53.1	50.6
Mathematics	52.3	59.1	56.3	49.8	53.3	52.3	56.5	53.6	49.4
Language/English	51.2	54.7	58.5	53.4	51.7	54.8	57.5	59.6	53.8
Basic Battery	50.1	55.7	57.4	52.1	52.1	52.8	56.2	54.4	51.1
Science									50.1
Social Science									50.6

SCHOOL H.O. Brittingham Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	46.2	49.4	55.2	47.9					
Mathematics	51.4	60.1	56.2	46.6					
Language/English	50.0	50.7	54.6	50.2					
Basic Battery	46.8	52.9	54.9	47.9					
Science									
Social Science									

SCHOOL Richard A. Shields Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.1	57.7	60.6						
Mathematics	54.4	62.6	57.4						
Language/English	53.2	57.9	61.3						
Basic Battery	53.3	59.4	60.1						
Science									
Social Science									

SCHOOL Rehoboth Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	47.3	49.2	53.4	48.2	47.8	58.0			
Mathematics	48.5	48.7	52.5	43.0	51.2	52.8			
Language/English	48.0	51.9	56.3	49.3	51.7	56.8			
Basic Battery	46.8	49.5	53.3	47.1	49.9	55.4			
Science									
Social Science									

DISTRICT CAPE HENLOPEN

SCHOOL Savannah Road Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				57.0	57.1	55.4			
Mathematics				54.6	56.3	54.8			
Language/English				57.2	56.3	56.7			
Basic Battery				56.8	56.8	55.1			
Science									
Social Science									

SCHOOL Milton Federal Street Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					44.8	47.8			
Mathematics					49.9	47.6			
Language/English					44.8	50.4			
Basic Battery					46.3	47.2			
Science									
Social Science									

SCHOOL Milton Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							52.2	50.2	
Mathematics							54.8	52.6	
Language/English							51.6	53.1	
Basic Battery							52.4	51.0	
Science									
Social Science									

SCHOOL Rehoboth Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							61.1	54.6	
Mathematics							58.9	53.7	
Language/English							64.4	62.3	
Basic Battery							61.0	55.5	
Science									
Social Science									

SCHOOL Lewes Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.3	54.7	
Mathematics							57.0	54.4	
Language/English							59.9	63.3	
Basic Battery							57.7	56.4	
Science									
Social Science									

DISTRICT CAPE HENLOPEN

SCHOOL Cape Henlopen High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									50.6
Mathematics									49.4
Language/English									53.8
Basic Battery									51.1
Science									50.1
Social Science									50.6

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

CAPE HENLOPEN

School District

James L. Wilson

James L. Wilson

District Superintendent

10/31/89

Date

CAPE HENLOPEN SCHOOL DISTRICT

LEWES, DELAWARE 19958

DISTRICT DEAP REPORT--1989

Analysis of Test Results

Analysis of the DEAP 1989 results indicates that the combined NCE scores for all regular and special students in the Cape Henlopen School District are the second highest in the state. This marks the sixth consecutive year that Cape Henlopen students have ranked, as a composite testing group, either first or second in the state. It should also be noted that all Cape Henlopen grades tested scored above the national average (or, put another way, all grades tested at or above grade level). Of all the school districts, only Cape Henlopen and Brandywine students tested on or above grade level at each grade on the 1989 DEAP. In addition, of all the school districts in the state, Cape Henlopen had the lowest total district percentage (five percent) of students with at least one invalid subtest.

In examining the state testing average for each grade, an analysis of the data indicates that all tested Cape Henlopen grades except one scored above the state average for each tested grade, and in several subtests Cape students excelled. Specifically, in Reading our grades three and seven were first in the state, and grade eight ranked third. In Mathematics, our grade seven was the state leader while grades two, three and five scored second in the state. In Language Arts, both our grades seven and eight were the best in the state. In the new testing area of Listening, our grade seven was first in the state, with grades three and eight second. In Thinking Skills, our grade seven was the best in the state with grade three second.

While the district as a whole has tested well, specific schools and individual grade levels that have tested below 50 NCE have been targeted for special attention. It is the district goal to bring every individual school grade up to grade level, and each district principal has been charged with implementing a process working with staff to achieve that goal. Specifically, the grade levels targeted are: H. O. Brittingham Elementary School, grades one and four; Rehoboth Elementary School, grades one, two, four and five; Milton Federal Street Elementary Street, grades five and six; Cape Henlopen High School, Reading, vocational and general student improvement.

Evaluation of Last Year's Accomplishments

Our district priority statement for 1988 included two goals:

1. Maintain the high overall achievement of all our regular and special students at the levels characteristic of the last five years, and

2. Improve the achievement of our eleventh grade general, vocational and college preparatory students relative to their prior levels of achievement.

In relating the above statements with our 1989 results, we find that both were achieved as has been stated previously, i.e., our district scored above grade level at all grades and maintained its traditional high achievement. Although we did see some increased gains in the scores of our general, college preparatory and vocational students, we are expecting further growth during this coming year. It would be our goal to improve our general and vocational students to the state average NCE for each program category and continue our college preparatory at or above NCE total battery.

District Priority Statement 1989-90 School Year

1. Maintain the high overall achievement of all our students at the levels characteristic of the last six years.

2. Improve NCE scores of vocational and general students to at least the state average for Reading, Language, Mathematics and Thinking Skills.

Plan to Remedy Weaknesses

Over the last six years, we have placed an emphasis with our staff on annual curriculum development, the application of effective teaching principles, intensive staff development, mentoring and peer coaching. Over the last six years, our achievement test data indicate that these efforts are correct and should be continued. Additionally, the following efforts will be directed toward our priority objectives:

* Continue with our district five-year curriculum review process. (This year we are examining our mathematics curriculum.)

* Implement a new middle and high school word processing writing program in our English department.

* Identification of general and vocational eleventh grade students by staff.

* Assure proper academic placement of general and vocational students.

* Intensive monitoring of academic progress of general and vocational students by principal and staff.

During the year, we will call upon the assistance of department staff on an "as needed" basis.

GDW:jp
10/31/89

CAPITAL SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CAPITAL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	44.6	49.0	51.2	49.6	50.3	49.7	49.9	49.7	53.0
Mathematics	44.3	44.0	48.0	49.3	45.6	43.8	46.6	44.6	52.6
Language/English	47.8	51.9	53.4	53.4	52.1	50.0	51.2	50.4	50.6
Basic Battery	45.5	48.0	50.4	51.1	49.3	47.0	49.0	47.6	52.5
Science									53.1
Social Science									52.2

SCHOOL East Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	36.2	42.7	50.4	47.4					
Mathematics	34.0	32.9	46.6	48.2					
Language/English	36.5	47.1	53.4	50.0					
Basic Battery	35.4	39.6	48.9	48.4					
Science									
Social Science									

SCHOOL Fairview Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	44.4	45.2	48.1	44.6					
Mathematics	45.5	47.7	45.8	46.6					
Language/English	50.5	49.8	49.0	47.9					
Basic Battery	46.1	46.6	48.2	47.5					
Science									
Social Science									

SCHOOL Hartly Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.7	57.7	51.8	50.5					
Mathematics	50.4	57.9	52.6	48.6					
Language/English	56.8	61.2	55.0	54.7					
Basic Battery	52.3	58.9	51.7	51.1					
Science									
Social Science									

DISTRICT CAPITAL

SCHOOL South Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	41.0	49.7	47.8	48.3					
Mathematics	41.8	44.1	47.2	47.0					
Language/English	41.8	50.2	51.9	55.6					
Basic Battery	40.8	47.8	48.5	50.1					
Science									
Social Science									

SCHOOL Towne Point Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	41.5	45.3	52.4	56.0					
Mathematics	45.1	36.4	48.4	56.6					
Language/English	52.2	45.5	53.1	55.9					
Basic Battery	45.4	42.5	50.3	56.4					
Science									
Social Science									

SCHOOL West Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.0	52.2	55.4	51.5					
Mathematics	47.0	46.9	46.7	49.9					
Language/English	48.2	57.7	55.9	55.4					
Basic Battery	49.9	51.2	53.6	52.9					
Science									
Social Science									

SCHOOL William Henry Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					50.3	49.7			
Mathematics					45.6	43.8			
Language/English					52.1	50.0			
Basic Battery					49.3	47.0			
Science									
Social Science									

SCHOOL Central Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							49.9	49.7	
Mathematics							46.6	44.6	
Language/English							51.2	50.4	
Basic Battery							49.0	47.6	
Science									
Social Science									

DISTRICT CAPITAL

SCHOOL Dover High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									53.0
Mathematics									52.6
Language/English									50.6
Basic Battery									52.5
Science									53.1
Social Science									52.2

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

CAPITAL SCHOOL DISTRICT

School District

DR. EDWARD W. GOATE'

District Superintendent

OCTOBER 31, 1989

Date

CAPITAL SCHOOL DISTRICT
945 FOREST STREET
DOVER, DE 19901

OCTOBER 30, 1989

On March 17, 1976 the following statement committed the district to a Basic Skills emphasis by its Board of Education. "The primary mission of the Board of Education is to provide the opportunity for all students in the Capital School District to master the basic skills of reading, writing, oral communications, listening and computation." This goal has guided teachers and administrators in curriculum revision, instructional strategies and budget priorities.

District-wide curriculum study committees have, for the past several years, addressed themselves to the question of improved basic skills. Along with traditional study of skill and content areas, the Capital School District has attempted to study the areas that have an impact on achievement: the effective use of instructional time, and the accurate alignment of curriculum.

Most recently, the District has given serious consideration to the impact of a number of other factors that may influence achievement; namely: substance abuse by students as well as the use by families; the seeming disintegration of the family unit; the serious problems of the At-Risk students; and, the population surge that is creating space problems in the lower grades at this time.

Another area of concern is the growing problem of the transient student. All the necessary data has not been collected to-date, but a preliminary overview presents some significant information. For example, from an elementary grade of 550 students, throughout the course of one year, 157 students entered and 101 students withdrew. This turnover rate may have a major impact on pupil achievement in the Capital School District. More study is needed.

The results of the 1989 Stanford show a decline in test score at most levels. The most serious of which is in mathematics. In all areas tested, the eleventh grade scored above the 50th %ile.

One problem with the first grade test is that the scores include the "readiness" students, who are non-readers at the time of Spring testing. A more realistic picture would be presented if they were excluded from testing.

A comparison of the District scores with the State average indicates a deficiency of 12.9 NCEs in reading, 12.0 deficiency in language, and a 37.5 NCE deficiency in mathematics.

The results of the 1989 Stanford 8 has shown the urgency to increase the labors of the district toward curriculum modification. The improvement plan includes the following.

1. The five year curriculum review cycle finished the field of mathematics on June 15, 1989. The result of that year-long study was the adoption of a new mathematics series K-12. This study also realigned the sequence of presentation and will increase the use of manipulatives in the program. The Spring of 1990 results should show an improvement.

2. The curriculum study for the 1989-90 school year is reading. This study will include a complete review of the program, the amount of in-service training presently in force, and perhaps the need for a change in basic textbooks.

3. Increased emphasis will be placed on instructional methods that will improve critical thinking skills of the students.

All these areas are considered at all levels of curriculum planning activities. When appropriate, the expertise of the Department of Public Instruction and representative from high education will be called upon.

CHRISTINA SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT CHRISTINA

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.2	53.9	53.2	50.3	51.4	51.3	50.0	49.6	54.3
Mathematics	50.6	50.3	51.2	49.8	47.7	48.9	46.4	47.7	53.3
Language/English	50.9	54.8	54.0	53.3	52.8	52.6	48.9	48.9	52.6
Basic Battery	50.5	53.0	53.2	50.9	51.0	50.8	48.2	48.4	54.2
Science									53.6
Social Science									53.5

SCHOOL Brookside Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.9	53.5	50.9						
Mathematics	55.3	49.7	48.9						
Language/English	53.0	56.9	54.5						
Basic Battery	53.0	52.0	51.1						
Science									
Social Science									

SCHOOL Christiana-Salem Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.9	50.9	46.9						
Mathematics	55.6	51.4	44.7						
Language/English	56.2	54.6	49.6						
Basic Battery	54.3	52.0	47.3						
Science									
Social Science									

SCHOOL Ramon C. Cobbs Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	44.1	56.1	54.4						
Mathematics	42.5	54.5	47.5						
Language/English	41.4	58.8	54.8						
Basic Battery	42.8	58.3	52.3						
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL John R. Downes Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	52.6	58.6	52.4						
Mathematics	51.8	54.1	54.6						
Language/English	52.4	55.0	53.9						
Basic Battery	54.1	56.5	54.5						
Science									
Social Science									

SCHOOL Robert S. Gallaher Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.9	53.7	51.3						
Mathematics	53.4	49.1	48.9						
Language/English	53.4	52.8	50.6						
Basic Battery	52.6	51.5	50.7						
Science									
Social Science									

SCHOOL May B. Leasure Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.7	51.3	50.5						
Mathematics	48.0	42.6	48.7						
Language/English	46.5	52.5	50.4						
Basic Battery	45.9	48.7	49.7						
Science									
Social Science									

SCHOOL R. Elisabeth Maclary Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.1	57.5	62.3						
Mathematics	54.2	48.9	60.5						
Language/English	60.3	61.0	59.0						
Basic Battery	59.2	55.0	61.6						
Science									
Social Science									

SCHOOL Joseph M. McVey Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.0	53.8	57.0						
Mathematics	47.8	50.4	56.5						
Language/English	50.5	54.1	58.1						
Basic Battery	49.0	53.9	57.6						
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Jennie E. Smith

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.4	50.8	51.9						
Mathematics	47.8	45.9	49.5						
Language/English	49.8	49.9	55.0						
Basic Battery	48.1	49.1	52.0						
Science									
Social Science									

SCHOOL West Park Place Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.9	57.7	56.1						
Mathematics	47.5	54.0	48.2						
Language/English	49.1	57.3	54.4						
Basic Battery	49.4	57.2	54.4						
Science									
Social Science									

SCHOOL Etta J. Wilson Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.6	53.4	55.4						
Mathematics	54.3	54.2	57.3						
Language/English	52.1	54.5	55.1						
Basic Battery	53.0	53.6	55.9						
Science									
Social Science									

SCHOOL Bancroft Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				52.1	55.1	54.1			
Mathematics				54.3	50.8	51.9			
Language/English				55.5	54.9	54.0			
Basic Battery				53.6	53.8	53.3			
Science									
Social Science									

SCHOOL Bayard Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				51.4	52.1	54.4			
Mathematics				49.9	48.9	52.1			
Language/English				53.7	53.3	56.1			
Basic Battery				51.1	51.7	53.6			
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Drew-Pyle Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				46.5	45.7	45.4			
Mathematics				45.7	45.2	43.0			
Language/English				50.7	47.8	45.4			
Basic Battery				46.9	46.6	44.2			
Science									
Social Science									

SCHOOL Casimir Pulaski Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				51.6	52.0	51.3			
Mathematics				47.1	47.8	46.6			
Language/English				51.9	53.7	53.1			
Basic Battery				51.2	52.2	52.0			
Science									
Social Science									

SCHOOL Frederick Douglass Stubbs Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				47.2	48.0	45.8			
Mathematics				45.6	41.5	44.1			
Language/English				50.7	51.5	50.2			
Basic Battery				48.7	46.8	46.4			
Science									
Social Science									

SCHOOL Martin J. Gauger Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							49.7	48.0	
Mathematics							45.8	44.8	
Language/English							49.5	47.2	
Basic Battery							47.9	45.8	
Science									
Social Science									

SCHOOL George V. Kirk Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							46.9	45.3	
Mathematics							42.5	44.4	
Language/English							45.5	45.2	
Basic Battery							44.6	44.3	
Science									
Social Science									

DISTRICT CHRISTINA

SCHOOL Wilmer E. Shue Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.5	55.9	
Mathematics							51.1	54.9	
Language/English							51.4	54.7	
Basic Battery							52.4	55.8	
Science									
Social Science									

SCHOOL Christiana High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.0
Mathematics									51.9
Language/English									51.7
Basic Battery									52.7
Science									50.9
Social Science									51.7

SCHOOL Glasgow High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									49.8
Mathematics									49.1
Language/English									47.5
Basic Battery									48.9
Science									49.4
Social Science									48.7

SCHOOL Newark High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									59.9
Mathematics									58.7
Language/English									58.3
Basic Battery									61.6
Science									60.9
Social Science									60.2

SCHOOL

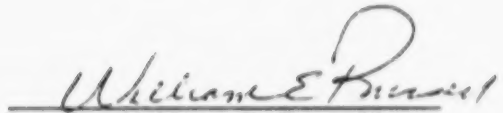
Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

CHRISTINA

School District



Dr. William E. Russell
Acting District Superintendent

October 31, 1989

Date

The Christina School District report has been abridged to conform to space limitations and format requirements. The more extensive Christina School District report, which contains interpretive tables and graphics, can be obtained from:

Dr. Robert A. Bigelow
Supervisor of Research and Evaluation
Christina School District
83 East Main Street
Newark, Delaware 19711

I. ANALYSIS OF TEST RESULTS

Over the past few years, the Christina School District has enjoyed the position of reporting composite test scores similar to State results for the Delaware Statewide achievement tests. These results should not have been surprising since Christina, as Delaware's largest school district, comprises over 20 percent of all students tested across the State. However, the more difficult Stanford Achievement test series produced District scores below the State and National averages in subject areas and grade levels not anticipated from results of previous administrations of the Statewide achievement testes. As the following analyses will indicate, Christina students tended to perform similar to State norms in the lower grades (grades 1 though 5) in most subject areas tested, but fell below National and State averages at the middle grades (grades 6 through 8). The poorest performance was reported in Mathematics at the elementary and middle grades (grades 2 through 8). The most surprising result was that Christina grade 11 students performed better than State and National averages in most areas tested. The high achievement performance at grade 11 was counter to trends in decreasing standardized test scores reported across the country over the past five years.

Both norm-referenced and objective-referenced testing information is summarized below to more completely described areas of strength and weakness indicated by the test results. The norm-referenced score used here is the Normal Curve Equivalent (NCE).

Norm-Referenced Information

For the Spring of 1989, Christina average scores ranged from a high of 56.3 in Word Study Skills at grade 2 to a low of 45.4 in Mathematics Applications in grade 7. Compared to State NCE averages, Christina was higher than Delaware norms in 58 subtests, equal in 2 subtests and lower in 78 subtests across all subjects and grades tested. Only in grade 11 did Christina students consistently out-perform Delaware and National achievement levels in all subject areas.

Christina experienced a repeated pattern of declining performance in the early grades, reaching the lowest levels in grades 6 through 8, and rising to above average performance at grade 11. The most pronounced pattern of low achievement averages in the middle grades occurred at grade 7 and 8 in the mathematics achievement subtests.

I. ANALYSIS OF TEST RESULTS (continued)

In looking for patterns of significant weakness, for the past five years we have set a criterion of two or more NCE's below the State norms for each subject area. Since the 1989 Statewide test appears to be more difficult than those administered in previous assessments, the National average of 50 NCE provides a more discriminating standard to judge poor vs. critical areas of achievement deficiency. Using the National norm, mathematics and language arts at the middle grades appear to be the achievement areas requiring immediate attention by curriculum staff.

Objective-Referenced Information

Christina was compared to State and National performance on the major skill categories (objectives) tested. In this case the comparative statistic is the average percent correct of those items related to each objective measured. A discrepancy of -5 percent was arbitrarily chosen to indicate areas of critical needs (i.e., those skills which will require immediate attention over this school year). Areas and patterns of strengths or weaknesses by curriculum area across grades were observed. The most critical need areas and patterns of strengths and weaknesses were identified for immediate attention.

Major Needs and Target Groups

Even with a different achievement battery, the needs indicated from the Spring 1989 test results are mirrored in the findings of the previous Statewide assessment results in Spring 1988 for our District:

> "From the norm and objective-referenced information, it is apparent the middle schools are where we must direct our instructional focus..."

The priority curriculum focus for school year 1989-90 is obviously in mathematics and language arts.

II. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priorities For 1988-89

The District goals for the 1988-89 school year were:

1. To improve student achievement;

2. To implement a new health curriculum at grades K-6 and develop and implement curriculum guides in Language Arts;

3. To reduce student dropouts by 10%.

Accomplishments for 1988-89 School Year

Major curricular thrusts for the previous school year focus upon the development of an integrated language arts program for the elementary grades and the implementation of pilot early childhood programs for at-risk students. Essential assessment and management information support activities were continued; these include:

1. review of critical grade-level objectives for grades K through 8 students as part of a revision of the District promotion policies;

2. supplemental testing of reading comprehension and language arts at early high school grade levels;

3. needs assessments of science instruction in the early grade levels;

4. continual monitoring of student attendance and dropout rates and focusing of remedial attention on at-risk students through mentor and tutorial programs.

III. DISTRICT PRIORITY STATEMENT FOR 1989-90 SCHOOL YEAR

Over the previous summer, our Board of Education set the direction for developing a five-year plan to determine the schools of the future for the Christina School District. Formed through participation of selected parents, teachers and administrators, the District "Planning Commission on Schools of the Future" identified the governing values, the mission statement and action objectives to accomplish within the next three to five years. The following components of a strategic, long-range plan will be used to guide the District's priorities in program development and administrative support efforts into the 1990's.

Mission Statement

"To educate each student to succeed in our changing society by providing a positive learning environment with a caring, committed and knowledgeable staff."

Governing Values

"We believe:

All individuals are important and entitled to respect;
Student success is the best measure of education quality;
Education is a lifelong process that prepares students for change;
To achieve quality we expect quality;
Appreciation of cultural, ethnic, and individual diversity strengthens a community;
Positive self-esteem is essential for optimal performance;
Every individual can learn;
Public education is a key ingredient in the quality of life and essential for the preservation of our democracy;
The teacher is central to the success of the school system; and
Public education is a shared responsibility of the total community."

Major strategies to bring the Christina School District into the 1990's were identified and assigned to various working committees for development into action plans. These will become the management priorities for District staff over the next five years:

- To implement a plan for improved individual achievement in academic areas.
- To establish effective procedures that will measure the academic growth of individual students.
- To implement a plan to deal more effectively with the disruptive student.
- To increase staff participation in professional growth and development programs.

Additional efforts in the application of technology and community relations will be integrated into the District planning priorities as they evolve.

IV. PLAN TO REMEDY WEAKNESSES

The first two strategic planning priorities (implementation of student achievement and assessment plans) will directly address the trends in decreasing student achievement scores noted in our recent DEAP Legislative Reports. Early in the current school year, working groups will begin to develop specific action guidelines for reallocating resources and developing programs to meet these important educational needs.

Recommended strategies from the Planning Commission for each planning priority include:

1. Plan for improved student achievement.

    - Review and re-focus curriculum on the development of basic and thinking skills for application in tomorrow's society.
    - Expand programs that improve student self-esteem.
    - Increase participation from minority groups and other under-represented areas in gifted/talented and college preparatory programs.
    - Increase parental participation in their child's education.
    - Establish ways to enhance student ownership of their school.
    - Establish programs to improve the ethnic awareness of our students.

2. Establish procedures that will measure the academic growth of individual students.

    - Develop a system for measuring academic growth that will:

        - use multiple methods of measure, both formal and informal;
        - emphasize individual academic growth;
        - allow for varied and multiple learning styles; and
        - provide a testing environment that is conducive to student success.

    - Design a plan that recognizes and addresses differences in students' learning styles and performance levels.

In addition to the strategic planning efforts described above, ongoing instructional efforts will continue to support our developmentally-based basic skills curricula. Staff will continue to monitor and evaluate the progress of our early childhood and dropout prevention programs and the implementation of District-wide pilot installations, such as the extended day and integrated language arts programs.

There is always an attempt to bring immediate attention to those students who require early or remedial training in those essential skills highlighted by the Statewide assessment instruments. To this end, DEAP test information about students' performance on each category objective measured is disseminated at the beginning of the school year. Also, teacher training in the interpretation and use of the objective-referenced tests will be available through school-by-school inservice programs. Finally, objectives from the new Stanford Achievement Test will be reviewed in light of present curriculum scope and sequence.

V. ASSISTANCE FROM THE DEPARTMENT OF PUBLIC INSTRUCTION

In the past, we have requested assistance in the application of the DPI criterion referenced testing procedures and test items, continued provision of on-line test-reporting services through the Statewide computer network, and follow-up test-interpretation workshops for our teachers and administrators. All of these requests have been adequately addressed within the staff and resource constraints of the DPI Research and Evaluation Division. At this time we specifically encourage State Assessment staff to begin working closely with local school districts in developing a long-range Statewide assessment plan. Cooperative efforts are necessary to maintain the quality and impact of the assessment information for improving our school programs. Immediacy is paramount to prepare ourselves for transition to new assessment legislation in 1990-91.

COLONIAL SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT COLONIAL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.5	50.0	50.1	48.5	49.4	46.9	48.0	49.1	52.0
Mathematics	51.0	54.6	47.8	46.5	47.2	42.0	45.3	46.3	54.0
Language/English	50.0	54.4	52.2	51.2	50.1	47.7	48.8	48.7	52.8
Basic Battery	48.7	53.2	50.5	48.6	49.2	45.0	46.4	47.3	52.7
Science									52.1
Social Science									51.4

SCHOOL Carrie Downie Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.1	49.5							
Mathematics	50.4	55.9							
Language/English	49.1	53.2							
Basic Battery	46.9	52.7							
Science									
Social Science									

SCHOOL Castle Hills Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.0	48.6							
Mathematics	49.9	59.5							
Language/English	44.8	50.0							
Basic Battery	47.8	53.4							
Science									
Social Science									

SCHOOL Delaware City Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.4	50.8							
Mathematics	53.5	48.9							
Language/English	49.8	53.4							
Basic Battery	49.4	51.1							
Science									
Social Science									

DISTRICT COLONIAL

SCHOOL Commodore MacDonough Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.3	54.3							
Mathematics	54.9	55.6							
Language/English	50.3	57.0							
Basic Battery	50.6	54.8							
Science									
Social Science									

SCHOOL Pleasantville Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.5	48.2							
Mathematics	48.3	50.1							
Language/English	49.5	55.8							
Basic Battery	47.3	51.5							
Science									
Social Science									

SCHOOL Wilmington Manor Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.8	50.6							
Mathematics	52.7	56.9							
Language/English	58.3	56.5							
Basic Battery	53.2	55.4							
Science									
Social Science									

SCHOOL Colwyck Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			51.6	48.4	46.1				
Mathematics			50.9	48.0	46.5				
Language/English			55.8	52.8	50.9				
Basic Battery			52.1	49.3	46.8				
Science									
Social Science									

SCHOOL Calvin R. McCullough Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			48.5	49.3	51.1				
Mathematics			45.5	48.1	49.7				
Language/English			51.4	51.3	51.7				
Basic Battery			49.2	49.4	51.9				
Science									
Social Science									

DISTRICT COLONIAL

SCHOOL Harry O. Eisenberg Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			50.4	46.3	44.7				
Mathematics			50.4	43.9	44.2				
Language/English			48.1	48.7	46.7				
Basic Battery			51.7	47.8	46.1				
Science									
Social Science									

SCHOOL Martin Luther King Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			51.6	48.8	53.9				
Mathematics			46.3	43.3	45.1				
Language/English			53.5	51.0	48.5				
Basic Battery			49.6	46.4	49.0				
Science									
Social Science									

SCHOOL Gunning Bedford Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						47.7	49.3	49.5	
Mathematics						42.6	45.2	46.1	
Language/English						49.0	48.5	47.2	
Basic Battery						45.6	46.9	47.0	
Science									
Social Science									

SCHOOL New Castle Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						45.6	45.7	46.6	
Mathematics						39.4	41.6	44.2	
Language/English						46.9	47.5	46.7	
Basic Battery						42.8	43.2	45.1	
Science									
Social Science									

SCHOOL George Read Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading						47.5	48.0	51.4	
Mathematics						43.5	49.0	49.1	
Language/English						46.5	50.6	53.9	
Basic Battery						45.9	48.8	50.9	
Science									
Social Science									

DISTRICT COLONIAL

SCHOOL William Penn High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									52.0
Mathematics									54.0
Language/English									52.8
Basic Battery									52.7
Science									52.1
Social Science									51.4

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1989

School District Colonial

District Superintendent _____
(Signature)

Date October 23, 1989

REPORT TO GENERAL ASSEMBLY

School District Colonial

School Superintendent Ray W. Christian

(Signature)

Date October 23, 1989

ANALYSIS OF TEST RESULTS

Analysis

The Colonial School District Regular and Special Education combined student test results were analyzed using the guidelines set forth by the State Department of Public Instruction. The mean and median normal curve equivalent (NCE) scores and the quartile distributions (the spread of these test scores) were used in analyzing District results.

Four possible strengths or weaknesses could be identified for each subject area at each grade. Mean NCE scores higher than 51, median NCE scores higher than 51, more than 25% of District students in the top national quartile and fewer than 25% of the students in the bottom national quartile were the four criteria recommended by DPI for defining a strength from comparisons of the District to the national sample.

Strengths

Using the methods outlined above, analysis of Colonial test results at the District level revealed many strengths on each of the four criteria at all grade levels in Reading, Spelling, Language, Mathematics, Reference Skills, Higher Order Thinking Skills, Science, and Social Studies. Additional analysis of the learning objectives for Reading, Spelling, Language, Mathematics, Reference Skills, Science and Social Studies indicate slight District averages above the National sample in many cases.

In general, Colonial School District students appear to be achieving slightly above the national sample in Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies, all grades.

Weaknesses

While no major weaknesses were evident (1-8 & 11), data indicates a concern with Reading in grades 1, 4, 7, and 8; additionally, data indicates a concern with Mathematics in grades 4 through 8. District students scored slightly above/below the national sample on the learning objectives for the subtest areas mentioned above.

Additionally, District averages revealed slight instructional weaknesses, in Total Language grades 1 and 7. This year for the first time we measured Higher Order Thinking Skills. District averages revealed slight weaknesses in grades 5, 6, 7, and 8 when compared to the nation. The District/schools are designing remediation plans outlined below to help correct weaknesses. (Standardized testing continues to receive heightened emphasis among the Colonial School District's priorities.)

DISTRICT PRIORITY STATEMENT

Description of Student Performance Priorities for the 1989-90 School Year

The Colonial School District, in order to provide compatibility with State and District goals, and to improve student performance, has established the following priorities:

1. Continuation of comprehensive instructional program for all students.

2. Student achievement of critical objectives in the basic skill areas at each grade level.

3. Continued emphasis of the Colonial Instructional Management System (CIMS).

4. Remedial programs for students with identified needs.

5. Continued emphasis of the District's Reading, Language Arts, Mathematics, Science, and Social Studies Programs.

6. District Guidance Program (K-12)

7. Enrichment programs for selected students.

8. Early identification of building test coordinator; the purpose being early and continued emphasis of the DEAP testing program.

9. Familiarize entire staff with the newly adopted DEAP measure, Stanford Achievement Test.

10. Ordering for each building copies of the Group Right Response Reports during the month of October (Reading, Math, Language, Basic Battery, etc.)

The Colonial School District annually reviews the Colonial Instructional Management System (CIMS), a mastery testing program. This management system includes a standardized test item bank (8,000 items) which is used to measure student performance on the critical objectives in English, math and reading required for promotion in grades 1-8. The item bank is also computerized for scoring, monitoring, and reporting.

In addition, any student at the high school level who has not mastered the minimum competencies in the areas of math, reading or writing is required to complete the Colonial Instruction Management System (CIMS) testing program. Special competency classes are held for those students, in which they are instructed on an individual basis in very small groups until they are able to demonstrate mastery of these specific skills.

After reviewing the norm referenced analysis of the Stanford Achievement Test 8 (SAT) results, it was determined that the Colonial School District as a whole showed no global areas of weakness.

After examining the results of individual schools in the district, it was concluded that the first priority for the 1989-90 school year should be to closely monitor those schools scoring at or below the 50th percentile on any subtest; additionally, continue monitoring the entire district's student learning deficiencies which need remediation.

Rationale for Priority Selection

Because the district scores are above the national norms, the Instructional Services Division staff will focus first on four specific schools. The Instructional Services Division will then focus on all schools where student needs are the most critical. These needs have been determined by examining the results of the battery of tests and test items in the Stanford Achievement Test (SAT).

PLAN TO REMEDY WEAKNESSES OR IMPROVEMENT OF PROGRAMS

PROGRAM IMPROVEMENT GOAL

The program improvement goal is to provide professional resources from the District to those schools identified as having weaknesses in any or all of the basic skill areas.

1. The superintendent will be notified of the schools which need assistance and the Instructional Services Division will work closely with staff, and community in these buildings.

2. Periodic reports will be submitted to the Superintendent describing:

   a. the plan of remediation
   b. progress in implementation
   c. changes in student performance

3. The Instructional Services Division will provide additional support where needed.

Major Objectives and Activities

The schools which have been identified as having the most critical learning needs will be provided with:

1. a review of the present program in the basic skill areas
2. a review of instructional materials in basic skill areas
3. assistance with teacher techniques and strategies
4. an opportunity to meet with District staff to set specific goals and activities for program improvement
5. an opportunity to meet with District staff to set specific targets and activities for test improvement
6. inservice activities based on mutually agreed upon objectives
7. an assessment of program goals related to student performance

Assistance Needed From the Delaware Department of Public Instruction

The Instructional Services Division will continue to utilize the services of the supervisory staff of the Department of Public Instruction in the content areas by seeking assistance in the following:

-Assistance in inservicing staff on the Stanford Achievement Test

-reorganized Group Reports

-the interpretation of individual student performance in selected schools

-planning programs for remediation

-the identification of appropriate materials

-planning and coordinating staff development activities (Workshops relating to the DEAP Program)

DELMAR SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT DELMAR

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							50.8	50.6	49.3
Mathematics							45.7	46.4	45.1
Language/English							49.5	50.2	48.3
Basic Battery							47.5	47.2	47.5
Science									50.1
Social Science									49.2

SCHOOL Delmar Junior-Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							50.8	50.6	49.3
Mathematics							45.7	46.4	45.1
Language/English							49.5	50.2	48.3
Basic Battery							47.5	47.2	47.5
Science									50.1
Social Science									49.2

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

DELMAR

School District

Wayne C. Bastian, Ed. D.

District Superintendent

October 24, 1989

Date

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II. ANALYSIS OF TEST RESULTS

Comparison of Delmar's scores at all grade levels (seven, eight, and eleven) to those of the nation is capsuled below. The norm-referenced national comparisons are performed by guidelines of the Department of Public Instruction, using the four-factor analysis. Scores used are "combined" (regular and special education) ones. Analysis is given here to the statewide Delaware Educational Assessment Program grade levels: 7, 8, and 11. Separately contracted scores for grades 6 and 9 are available.

STRENGTHS. Strengths are identified by grade levels in the following sub-tests:

D.E.A.P.	DELMAR D.E.A.P. Grade 7	DELMAR D.E.A.P. Grade 8	DELMAR Grade 11
Reading Vocabulary	X		
Reading Comprehension	X	X	X
Total Reading	X	X	X
Concepts of Number			N/A
Mathematics Computation			N/A
Mathematics	N/A	N/A	
Total Mathematics			N/A
Language Mechanics			N/A
Language Expression	X		N/A
English	N/A	N/A	
Total Language	X	X	N/A
Spelling			
Study Skills		X	
Listening			N/A
Basic Battery			
Science	N/A	N/A	X
Social Science	N/A	N/A	
Complete Battery	N/A	N/A	
Higher Order Thinking Skills			
Using Information	X	X	
Thinking Skills		X	

STRENGTH ANALYSIS. Highest overall performance was in reading where the grade 7 and grade 8 scores were high. Study skills in grade 8 and using information in grades 7 and 8 were also high.

WEAKNESSES. Compared to national norms for the new Stanford Achievement Test, 8th Edition, the four-factor analysis produces several suspected weakness areas. Deeper scrutiny by each department has nonetheless been addressed to performance in each subject and each grade. Suspected subject weaknesses include mathematics, listening skills, and grade 11 English.

III. ANALYSIS OF LAST YEAR'S PRIORITIES

Last year's priorities (weaknesses) were cited in spelling, reading, and reference skills in grade 11. Also cited, were reference skills in grade 8. While the new test precludes definitive comparison, the grade 11 reading scores are improved. While spelling seems still a weakness, using information appears to be a strength in grades 7 and 8.

IV. DISTRICT PRIORITY STATEMENT

DESCRIPTION

Educational priorities in Delmar School District for the 1989-'90 school year will be impacted by the 1989 SAT8 scores. Simultaneously two interrelated factors will be evident: refinement of middle level grades 7 and 8 programming, and preliminary steps for a Middle States evaluation in the 1991-'92 school year.

The Delmar Board of Education (August 15, 1989) and the total administrative and instructional staff (forty-eight) have made inputs into priorities via SAT8 scores. These sessions were followed by inservice and departmental sessions of analyses. Further reports (group right response) have been ordered, especially focusing upon grade 8 and the weakness areas cited above.

RATIONALE FOR PRIORITY

The Delmar School District's planning continuum largely dictates the overall priorities cited above. The 1989-'90 school year includes a refined "new grade 7" in an ongoing middle level emphasis. The D.E.A.P./SAT8 data will be inherent to this continued emphasis. The high school focus will relate the SAT8 data to the cycle of activity preparatory to Middle States evaluation (1991-92) and the interdisciplinary program (biology--English) in its second year of operation.

V. PLAN FOR PROGRAM IMPROVEMENT

Goal: Delmar School District/Delmar Junior-Senior High School's goal for program improvement evolved in part from the Spring 1989 D.E.A.P. scores, is a well-defined one. It was refined by board, staff, and specific program participants during the past two months.

The Goal, simply stated, is: to further analyze the Spring 1989 scores and other middle-level and senior high data and plan/implement a strategy to improve student performance, especially in weaker areas which include mathematics, listening skills, and grade 11 English.

OBJECTIVES/ACTIVITIES. Major objectives and activities projected by the district include the following in conjunction with the Department of Public Instruction:

(1) TO FAMILIARIZE TOTAL STAFF WITH D.E.A.P. TESTS INTERPRETATION: SAT8 OF 1989.

Inservice activities have already been conducted to inform the staff and initiate analyses and corrective action planning. Total faculty presentation and discussion took place on August 30, 1989.

(2) TO RELATE TEST SCORES TO CURRICULUM AREAS AND PERFORMANCE AT CITED LEVELS VIA SPECIAL REPORTS.

Special Item Analysis Group Reports have been ordered for selected groups: grade 8 resource, grade 8 Chapter 1, and selected reading groups. These will be a focus of further inservice to improve performance and direct program efforts (e.g. Chapter 1, resource).

(3) TO IDENTIFY, SELECT, AND PURCHASE SUPPLEMENTAL OR TEXTBOOK MATERIALS FOR IMPROVEMENT IN WEAKNESS AREA(s).

As needed, the staff leaders will devote time to identification-funding-budgeting-purchase of texts and/or materials suggested by these D.E.A.P. analyses. This activity correlates a 5-year textbook review policy, several curriculum priorities of the district, and a district goal to revise selection practices of materials and texts.

ASSISTANCE FROM DEPARTMENT OF PUBLIC INSTRUCTION. The achievement of the objectives cited above will require/has required assistance from the Department of Public Instruction staff in several particulars. Among them are:

(1) Research and Evaluation Division funding and/or staff support to implement D.E.A.P. objectives above, and hopefully to continue to assist in testing of "extra" grades, perhaps six and nine.

(2) Instructional Division and Exceptional Children/Special Programs Division staff support will be sought on an ongoing basis, especially as related to objectives above and with respect to the district goal of refining its middle level programs.

Attachment: 1989 Scores by district and school.

10/24/'89

INDIAN RIVER SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT INDIAN RIVER

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.9	55.2	53.2	47.8	52.2	53.4	48.6	50.1	47.4
Mathematics	50.3	57.8	52.9	50.9	54.9	58.5	52.8	52.5	46.3
Language/English	55.3	55.0	54.5	52.0	55.4	55.9	48.9	54.6	49.3
Basic Battery	52.4	56.4	54.2	51.2	54.7	55.7	50.6	52.1	46.9
Science									46.6
Social Science									48.7

SCHOOL Frankford Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.5	49.2	48.0	40.9	42.9	48.0			
Mathematics	50.1	53.1	54.2	51.0	49.0	55.4			
Language/English	53.2	47.6	46.3	46.0	43.3	48.2			
Basic Battery	49.7	50.6	49.8	47.6	45.8	49.7			
Science									
Social Science									

SCHOOL Georgetown Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.9	57.8	54.3	47.8	50.0	54.9			
Mathematics	50.4	59.6	50.6	48.3	52.9	60.3			
Language/English	49.7	59.2	55.8	51.8	54.7	58.0			
Basic Battery	51.5	58.9	54.4	49.9	53.0	57.5			
Science									
Social Science									

SCHOOL Lord Baltimore Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	62.5	61.4	65.7	60.0	61.2	59.9			
Mathematics	58.5	68.7	69.2	61.6	68.6	65.9			
Language/English	70.5	61.6	68.3	62.1	65.5	63.6			
Basic Battery	62.9	65.0	68.5	63.3	65.6	63.5			
Science									
Social Science									

DISTRICT INDIAN RIVER

SCHOOL East Millsboro Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.2	52.8	51.5	48.3	53.9	53.6			
Mathematics	47.2	55.2	48.9	49.7	53.0	56.5			
Language/English	55.6	51.7	54.7	53.3	56.1	55.6			
Basic Battery	50.8	53.8	51.7	51.0	54.5	55.2			
Science									
Social Science									

SCHOOL Phillip C. Showell Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.5	54.2	52.0	49.3	53.8	50.0			
Mathematics	46.0	50.9	52.1	50.0	53.6	54.5			
Language/English	52.3	53.1	53.0	52.0	57.2	54.1			
Basic Battery	48.0	52.6	53.7	50.4	5[illegible]	52.7			
Science									
Social Science									

SCHOOL Selbyville Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							47.3	49.8	
Mathematics							54.0	53.8	
Language/English							48.3	53.2	
Basic Battery							49.4	53.1	
Science									
Social Science									

SCHOOL Sussex Central Junior

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							49.6	50.3	
Mathematics							51.9	51.5	
Language/English							49.4	55.7	
Basic Battery							51.5	51.4	
Science									
Social Science									

SCHOOL Indian River High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									49.8
Mathematics									46.3
Language/English									49.1
Basic Battery									47.7
Science									48.0
Social Science									49.6

DISTRICT INDIAN RIVER

SCHOOL Sussex Central Senior

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									45.7
Mathematics									46.2
Language/English									49.4
Basic Battery									46.3
Science									45.5
Social Science									48.0

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE

1989

INDIAN RIVER SCHOOL DISTRICT

10/23/89
DATE

Charles R. Hudson
CHARLES R. HUDSON, Ed.D
SUPERINTENDENT

I. ANALYSIS OF TEST RESULTS

An analysis of the Spring 1989 Stanford Achievement Test given in the Indian River School District as a part of the Delaware Educational Assessment Program shows above average strengths in most grades. In grades one through six the average Normal Curve Equivalent (NCE) score on the Total Battery was 54.1. With a national norm of 50, Indian River School District students in grades one through six scored an average of 4.1 points above that norm. In grades seven through eleven the average NCE score on the Total Battery was 50, the same as the national norm.

Upon investigation of specific subtests at each grade level comparing the mean NCE to the national mean, the following were noted:

A. Combined students in Indian River School District in grades one through six scored at or above the national average in ten of the sixteen areas tested.

B. Combined students in grades seven and eight scored at or above the national average in four of the fifteen areas tested.

C. Combined students in grades nine and ten scored at or above the national average in one area tested.

D. Combined students in grade eleven scored below the national average in all areas tested.

II. EVALUATION OF LAST YEAR'S PRIORITIES

Priorities resulting from 1988 DEAP testing were the areas of reading for all grades and all the secondary level areas. Specific attention was given to reading vocabulary and comprehension as well as to math concepts and applications.

Due to the fact that two different tests were used (SAT and CTBS), it is difficult to make an objective comparison of 1988 priorities in specific subtest areas with 1989 results. Subjective comparisons would suggest that Indian River School District should continue in its effort to improve scores at the secondary level.

III. DISTRICT PRIORITY STATEMENT

Areas of priority established during the 1988-89 school year will remain a prime concern during 1989-90. Reading vocabulary and comprehension as well as math concepts and applications will continue to be heavily stressed. A comparison of scores achieved in grade six to those achieved in grade eleven shows a decline of 4.1 NCE points in Total Reading, a decline of 4.4 NCE points in Total Math, and a decline of 8.8 NCE points in Total Battery Score.

IV. PLAN TO REMEDY WEAKNESSES

The primary goal of Indian River School District's program to remedy weaknesses is to improve all areas at the secondary level. In order to achieve that goal, the following activities are planned:

A. The Assistant Superintendent, Administrative Assistant for Curriculum, and the Supervisor of Special Services will meet with a committee at each secondary school which will be made up of building administrators and English and math teachers. This group will analyze the building's results and plan for activities to improve student scores.

B. A committee of district administrators has developed district-wide strategies for improved results from student testing. These strategies range from techniques to motivate students to perform at their best, modifications of building test administration practices to provide the best atmosphere for test taking, and to investigate the impact of off-grade testing.

C. Indian River School District will continue to place greatest emphasis, however, on long-term goals. These will include teacher inservice in higher order thinking skills and various curriculum areas. They will also encompass a continuation of our five-year curriculum update and review, emphasis on improved study skills, enhanced writing strategies and reading in the content area and finally greater attention to vertical articulation in subject areas.

LAKE FOREST SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT LAKE FOREST

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	50.8	52.3	52.4	52.9	50.8	49.5	50.2	49.1	48.3
Mathematics	53.2	55.5	49.2	58.7	50.5	47.6	50.9	46.6	45.7
Language/English	49.6	55.5	50.8	52.8	49.1	50.4	46.9	48.9	51.0
Basic Battery	50.8	54.5	50.3	55.4	50.9	48.5	49.9	48.7	48.2
Science									48.0
Social Science									48.5

SCHOOL Lake Forest East Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.0	53.9	53.5	52.2	55.8	49.3			
Mathematics	48.9	57.4	54.4	54.7	58.1	45.2			
Language/English	53.7	56.7	53.8	50.3	53.4	48.8			
Basic Battery	51.0	56.8	54.5	53.7	56.7	46.5			
Science									
Social Science									

SCHOOL Lake Forest North Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.6	49.7	52.6	49.8	48.9	50.2			
Mathematics	52.8	55.5	43.8	56.9	45.2	47.8			
Language/English	43.8	55.7	49.4	50.1	44.1	51.2			
Basic Battery	47.8	53.4	48.0	52.4	47.2	49.5			
Science									
Social Science									

SCHOOL Lake Forest South Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	52.7	53.6	51.0	57.2	50.1	49.2			
Mathematics	56.9	54.1	51.8	64.0	52.0	49.4			
Language/English	54.3	54.4	49.9	57.8	52.1	51.3			
Basic Battery	54.9	53.8	49.7	60.4	51.4	49.6			
Science									
Social Science									

DISTRICT LAKE FOREST

SCHOOL W.T. Chipman Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							50.2	49.1	
Mathematics							50.9	46.6	
Language/English							46.9	48.9	
Basic Battery							49.9	48.7	
Science									
Social Science									

SCHOOL Lake Forest High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									48.3
Mathematics									45.7
Language/English									51.0
Basic Battery									48.2
Science									48.0
Social Science									48.5

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Lake Forest
School District

Dr. James H. VanSciver
District Superintendent

10/18/89
Date

II. ANALYSIS OF TEST RESULTS

A. A complete item analysis was done on all schools in the district by the Assistant for Instructional Services.

B. The item analysis took two separate formats, viz.:

1. Strengths and weaknesses
   a. Determining areas of strength using a difference of +5 or more on the 1 mean NCE scores when each school's results were compared to other Delaware results.
   b. Determining weak areas using a difference of -5 or more on the mean NCE

2. Weak clusters based upon mean percentages value. A score below 60% was considered to be weak.

C. All scores were thus tabulated and compared for each of the five schools in the district.

D. The following schools and subject areas were thus identified as most in need of remediation.

Grade 1 - East Elementary - math - problem solving
Grade 2 - East Elementary - math - fractions
Grade 3 - North Elementary - math - fractions
subtraction whole numbers
multiplication with whole numbers
problem solving
graphs and charts
Grade 5 - North Elementary - math - operations and properties
Grade 9 - High School - math - concept of numbers
Grade 10 - High School - math - applications
Grade 11 - High School - math - concept of numbers

Grade 1 - North Elementary - language - sight words
phonetic principles
language mechanics
South Elementary - language - sight words
Grade 2 - South Elementary - language - phonetic principles
structural principles
Grade 3 - North Elementary - language - sight words
structural principles
sentence correctness
South Elementary - language - sight words
Grade 5 - North Elementary - language - homophones
Grade 11 - High School - language - homophones

Grade 3 - North Elementary - using information - math application

Grade 3 - North Elementary - thinking skills - math application
Grade 6 - Nroth Elementary - thinking skills - listening

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

A. Last year Lake Forest identified three major areas needing our attention, viz.:

1. vocabulary (reading)
2. language mechanics
3. language expressions

B. Specific grades and schools were targeted as needing emphasized remediation in the areas listed in "A." These were:

1. grade 1 - East Elementary - vocabulary (reading)
2. grade 4 - North Elementary - vocabulary (reading)
   language

C. Utilizing the +5 and/or -5 difference in the mean NCE as stated in section IIB, the following results were obtained:

1. Grade 1 - East had 3 clusters which scored above +5 (+8, +10 and +6)
   Grade 2- East had 4 (+6, +7, +5, +6)
   The subtest on vocabulary was +5. Thus remediation did occur.
2. Grade 4 - North - while that grade in 1989 did not have any difference of +5 or more thus designating great strength, progress was made in that there were no differences of -5 or more. Results of the subtests were +1 for spelling 0 for language mechanics -1 for language expression and +4 for study skills.
   Grade 5 at North still showed one cluster with a -7 (homophones) but the other 9 clusters were average. Subtests for language were -4 for spelling -1 for language mechanics -3 for expression and +3 for study skills. Remediation did occur but more work needs to be done.

IV. DISTRICT PRIORITY STATEMENT 1989-90 SCHOOL YEAR

A. While all grade levels in all five schools will be engaged in a remediation plan of action, emphasis will be placed upon the following:

1. East mathematics grades 1 and 2
2. North mathematics grades 3 and 5
3. South language grades 1 and 2
4. High School math grades 9, 10, and 11

B. These were given top priority status due to the analysis as listed in section IID.

V. PLAN TO REMEDY WEAKNESSES

A. The Assistant for Instructional Services has established a timetable (attached) and a procedure in an attempt to improve on our weak areas.

B. The procedure includes:

1. Inservice with district building administrators
2. Visit with faculties
3. Listing of priorities
4. A step-by-step procedure for remediation

III-87

DEAP PLAN OF ACTION TIMETABLE

EVENT	PURPOSE	TIME FRAME	PERSON RESPONSIBLE	PERSON(S) INVOLVED	VERIFICATION
1. Do an item analysis	1. To determine areas of weaknesses	1. July 1989	1. Dr. Gilbert	1. -	1. Report is prepared
2. Present documentation to superintendent and Board of Education	2. Feedback on the district's overall analysis and results	2. August 1989	2. Dr. Gilbert	2. -	2. Document is submitted and approved
3. Review with building administration	3. To make them aware of procedure to be used and to obtain input	3. August 1989 (after State Board approval of DEAP)	3. Dr. Gilbert	3. Building principals and assistant principals	3. Reported in minutes of meeting
4. Review with faculties of individual schools or departments and prepare a plan of attack	4. Remediation of weak areas	4. Sept.-Oct. 1989	4. Dr. Gilbert	4. District teachers	4. Meetings are held
5. Review with teachers the plan of action, making comments if necessary, noting measurable objectives and signing document	5. Lend assistance and provide leadership to teachers	5. October-November 1989	5. Building principals	5. Teachers	5. Documents are sent to curriculum office
6. Report is sent to Board	6. Assurance of compliance as well as informational	6. January 1990	6. Dr. Gilbert	6. -	6. Report is submitted
7. Carrying-out plan of action	7. Remediation	7. Oct. 1989 March 1990	7. Teachers	7. -	7. Plans are implemented
8. District remediation plan is sent to D.P.I. for State legislature	8. Information and verification	8. Oct. 1989	8. Dr. Gilbert	8. -	8. Report is submitted
9. Review of plan of action in terms of measurable objectives results	9. Assurance of compliance as well as informational	9. March 1990	9. Principals	9. Teachers	9. Statement of assessment is submitted to principals
10. Signed statements of assessment sent to assistant for instructional services	10. Documentation	10. May 1990	10. Principals	10. -	10. Statement of assessment is submitted by principals
11. Analysis is made.	11. To determine progress made	11. July 1990	11. Dr. Gilbert	11. -	11. Report is prepared

LAUREL SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT LAUREL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	40.7	48.2	50.3	45.4	43.5	45.6	47.2	44.3	48.8
Mathematics	42.6	50.4	52.7	47.8	41.0	43.1	46.1	45.0	43.4
Language/English	41.7	53.7	50.3	46.4	43.9	47.2	46.9	47.2	49.6
Basic Battery	41.4	49.8	51.3	47.2	42.9	44.6	45.7	44.7	48.0
Science									47.2
Social Science									49.7

SCHOOL West Laurel Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	40.7	47.0							
Mathematics	42.6	40.5							
Language/English	41.7	52.6							
Basic Battery	41.4	45.9							
Science									
Social Science									

SCHOOL North Laurel Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading		48.6	50.3	45.4					
Mathematics		53.4	52.7	47.8					
Language/English		54.0	50.3	46.4					
Basic Battery		50.9	51.3	47.2					
Science									
Social Science									

SCHOOL Laurel Central Middle

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading					43.5	45.6	47.2	44.3	
Mathematics					41.0	43.1	46.1	45.0	
Language/English					43.9	47.2	46.9	47.2	
Basic Battery					42.9	44.6	45.7	44.7	
Science									
Social Science									

DISTRICT LAUREL

SCHOOL Laurel Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									48.8
Mathematics									43.4
Language/English									49.6
Basic Battery									48.0
Science									47.2
Social Science									49.7

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Laurel
School District

Richard T. Walker
District Superintendent
Dr. Richard T. Walker, Superintendent

October 26, 1989
Date

I. OVERVIEW

Although excellent improvement was noted, following analysis of the 1988 Comprehensive Tests of Basic Skills - DEAP - results, the following priorities were set:

District priorities for 1988-89 included the following:

1. To improve reading instruction at all levels
2. To improve content area reading and writing components
3. To improve high school mathematics performance
4. To increase emphasis upon problem solving and analysis in all subjects

The critical areas were reading/writing and problem solving, as was evident from the overall analysis of results.

II. ANALYSIS OF TEST RESULTS

NORM REFERENCED

In order to determine the extent of change with a new test, the following analysis was made showing the NCE mean for three years.

	Reading			Spelling			Language			Mathematics		
	'87	'88	'89	'87	'88	'89	'87	'88	'89	'87	'88	'89
1st Grade	57	58	41	-	-	41	59	60	42	63	62	43
2nd Grade	57	63	48	63	57	49	64	63	54	70	67	50
3rd Grade	53	56	50	63	64	52	65	62	50	63	64	53
4th Grade	56	59	45	60	56	51	57	58	46	62	60	48
5th Grade	53	54	44	56	55	47	61	60	44	64	66	41
6th Grade	54	55	46	53	65	46	59	61	47	64	61	43
7th Grade	51	54	47	56	56	48	54	61	47	56	61	46
8th Grade	52	55	44	57	54	49	58	60	47	56	56	45
11th Grade	51	56	49	58	56	50	58	60	50	55	52	43

The eleventh grade science and social studies results were as follows:

	'87	'88	'89
Science	54	56	47
Social Studies	59	62	50

On the Stanford 8 Test, all scores fell from 1987 and 1988 levels to 1989. All scores were, in fact, in the 40 NCE range except as follows.

Reading	Spelling	Language	Mathematics
3rd Gr. 50	3rd Gr. 52	2nd Gr. 54	2nd Gr. 50
	4th Gr. 51	3rd Gr. 50	3rd Gr. 53
	11th Gr. 50	11th Gr. 50	

Therefore, only six scores out of 27 were 50 or above: one in Reading, three in Language and two in Mathematics. Battery means were highest in grades two through four and grade 11: 50, 51, 47, 48. Results in Listening and Thinking Skills were as follows.

	Listening	Thinking Skills
1st Grade	50	-
2nd Grade	52	-
3rd Grade	48	50
4th Grade	48	46
5th Grade	44	41
6th Grade	47	44
7th Grade	43	46
8th Grade	40	44
11th Grade	-	48

There are, of course, no comparative data for assessing these results. It is clear, however, that, with the exception of the first grade Listening score - comparatively high - and the eighth grade Listening results - low, they parallel the achievement levels for the basic skills. Comparing scores for the same group of students moving from one grade to the next, we see the following results.

Current Grade	Reading		Spelling		Language		Mathematics	
1989	'88	'89	'88	'89	'88	'89	'88	'89
Second	58	48	-	49	60	54	62	50
Third	63	50	57	52	63	50	67	53
Fourth	56	45	64	51	62	46	64	48
Fifth	59	44	56	47	58	44	60	41
Sixth	54	46	55	46	60	47	66	43
Seventh	55	47	65	48	61	47	61	46
Eighth	54	44	56	49	61	47	61	45

As is apparent by comparing results over two years for the same grade, this data on classes passing from grade to grade show significant declines. Even for those whose results were at 50 or above NCEs, the losses were from five to 13.

QUARTILE REFERENCED

A further analysis was done to evaluate the quartile distribution of the students' scores, thus providing another comparison with the norm group. These data show the percent of district students whose scores fell within the four quartiles.

Quartile	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
				Reading					
76-99	15	22	23	17	17	18	17	16	15
51-75	12	22	26	26	20	16	26	20	28
26-50	26	29	26	22	25	34	37	24	35
1-25	47	27	24	36	38	31	21	39	22
				Spelling					
76-99	15	20	28	22	28	19	22	19	18
51-75	17	26	21	29	18	25	27	27	28
26-50	18	30	29	30	18	26	21	28	30
1-25	50	24	21	19	36	30	30	26	24
				Language					
76-99	24	28	23	14	18	18	16	17	23
51-75	11	31	26	21	22	24	24	24	16
26-50	16	25	28	35	21	30	29	31	36
1-25	50	17	23	30	39	28	31	28	24
				Mathematics					
76-99	23	25	29	22	16	12	17	13	7
51-75	15	22	20	20	15	22	23	25	29
26-50	17	30	27	31	25	31	30	33	25
1-25	45	23	24	27	43	35	30	30	38

Based upon these percentages, we can note a range in the top quartile for reading from 15 in first and eleventh grade to 23 for third grade. At the bottom quartile, the range is from 21 in the seventh grade to 47 in first. For Language, the top quartile varies from 14 in the fourth grade to 28 in second. The lowest quartile spreading from 24 in eleventh to 50 in first grade. Mathematics for the top quartile goes from seven in eleventh to 29 in third grade; the first quartile from 23 in second to 45 in first. In only second grade Language were 50 percent of the students above the national norm. Forty-nine percent exceed the median in third grade Reading, Language and Mathematics. These data compare with 1988 as follows:

Reading	Range	Grades
Top	20-49	7th - 2nd
Bottom	7-14	1st/3rd - 6th/8th
Spelling		
Top	24-53	8th - 3rd
Bottom	4-18	3rd - 5th
Language		
Top	34-50	8th - 2nd
Bottom	3-14	3rd - 4th
Mathematics		
Top	25-55	11th - 5th
Bottom	5-16	2nd/5th - 11th

There is no relationship between the 1988 and these 1989 quartile distributions. There is some parallelism, however, in that standings tend to be higher in the primary grades for both years. It should be noted that, during both 1988 and 1989, Laurel special education students comprised 12% of the total tested in the district while the state figure was 9 percent. This however, would not account for the first quartile distribution in 1989.

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

District priorities for 1988-89 included the following:

1. To improve reading instruction at all levels
2. To improve content area reading and writing components
3. To improve high school mathematics performance
4. To increase emphasis upon problem solving and analysis in all subjects

The critical areas were reading/writing and problem solving, as was evident from the overall analysis of results. As indicated by the above data, these priorities were not reflected as measured by the 1989 results of the DEAP testing process. This was in spite of 1988 results which indicated the following trends.

Reading	
First Grade	Highest since 1983 - 2nd
Second Grade	Highest - 63
Third Grade	Highest since 1983 - 2nd
Fourth Grade	Highest - 59
Fifth Grade	Highest since 1983 - 2nd
Sixth Grade	Highest - 55
Seventh Grade	Highest since 1982 - 2nd
Eighth Grade	Highest - 55
Eleventh Grade	Highest - 56

Mathematics	
First Grade	Holding high 60 + NCEs
Second Grade	Holding high - upper 60 NCEs
Third Grade	Highest 64
Fourth Grade	Holding high 60 + NCEs
Fifth Grade	Highest 66
Sixth Grade	Holding high 60 + NCEs
Seventh Grade	Highest 61
Eighth Grade	Holding in high 50s
Eleventh Grade	Improved to low 50s

A new test was adopted in 1984, as the Comprehensive Test of Basic Skills replaced the California Achievement Test. Last year's objectives were as follows.

Long Range Goals

a. To bring all mean NCEs to the median state level in Reading
b. To bring all mean district NCEs to the median state level in Language
c. To bring all mean district NCEs to the median state level in Mathematics
d. To bring high school mean NCEs in Science to the state median

Short Term Objectives for 1988-89

a. For areas below state median, improve district ranking in all basic skills test areas by two positions in 1989
b. To improve high school science state rankings by one position in 1989
c. Maintain or improve all NCEs currently at or above state median

The 1988 to 1989 changes in rank were as follows. No data are available to derive the spelling component.

	Reading		Language		Mathematics		Total	
	'88	'89	'88	'89	'88	'89	'88	'89
First Grade	9	14	-	14	10	14	-	14
Second Grade	5	14	10.5	12	9	11	9	14
Third Grade	7	12	10	15	4	5	8	10
Fourth Grade	11	15	13	15	14	14	13	15
Fifth Grade	14	15	6	15	1	15	5	15
Sixth Grade	12	15	11	14	9	12	12	14
Seventh Grade	12.5	16	8	15.5	8	14	10	16
Eighth Grade	15.5	16	15	16	14.5	15	15	16
Eleventh Grade	9.5	15	7	14	14	17	11	14

Eleventh Grade	'88	'89
Science	9	14
Social Studies	6	11

All grades fell in rank, with mean declines in position as follows.

Reading	4.1
Language	4.3
Mathematics	3.7

The range in Reading was from 12 to 16; in Language, the same and for Mathematics from 10 to 16. In 1988, the ranges were from five to 15.5 in Reading; from six to 15 in Language and from one to 14.5 in Mathematics. For the basic skills, the mean ranks were as detailed below in 1988 and 1989.

	Reading	Language	Matheamtics
1988	10.6	10.2	9.3
1989	14.7	14.5	13.0

Fifteen districts were tested in grades one through six, 16 in grades seven and eight and 17 districts in grade 11. Therefore, the district ranked last in four grades: four, five, seven and eight. This is disappointing. Although, we expected that our inability to maintain our curriculum review and textbook cycle would place us at a disadvantage when the Stanford 8 - published 1988 - was adopted, our improving record over the past few years led us to project some drop off, but not to this extent. It should be noted that in five instances grade level state rank on specific tests varied from fifth to twelfth. This would indicate a basic capability among students as reflected in the 1988 results. Further, in 1987 through 1989, Laurel's eleventh grade rank among the six Sussex County school districts showed the following comparison.

	1987	1988	1989
Reading	3	2.5	5
Language	4	2	4
Mathematics	4	4	6
Battery	4	3	4
Science	5	2	4
Social Studies	4	1	3

Results in 1988 indicate a clear capability on the part of students, as does the 1989 Social Studies result. Although results were not as hoped, we feel that our original concerns were probably correct:

1. Lack of funding for summer curriculum review projects;
2. Lack of funding for updated textbooks;
3. Publishers recent placement of skills at lower grade levels.

IV. DISTRICT PRIORITY STATEMENT FOR 1989-90 SCHOOL YEAR

District priorities for 1989-90 will include the following:

Reading
- Vocabulary - Grades 4-11
- Comprehension - Grades 1, 5, 6, 8;

Mathematics
- Problem Solving - All grades
- Geometry/Measurement - Grades 4-6
- Fractions - All grades
- Whole Numbers - Grades 1, 5, 6, 8;

Language
- Capitalization - General
- Punctuation - Grades 1, 4, 5, 7
- Sentence Correctness/Effectiveness;

Study Skills
- Dictionary - Grades 4, 5, 8
- Locating Information - Grades 7, 8, 11;

Listening
- Vocabulary - Grades 5-8
- Comprehension - Grades 5, 7;

Thinking
- Number Concepts - Grades 4-8, 11;

The critical areas are reading/writing and problem solving.

V. PLAN TO REMEDY WEAKNESSES

Long Range Goals

a. To bring all mean NCEs to the median state level in Reading
b. To bring all mean district NCEs to the median state level in Language
c. To bring all mean district NCEs to the median state level in Mathematics
d. To bring high school mean NCEs in Science and Social Studies to the state median
e. To bring Listening/Thinking Skills means to the median state level

Short Term Objectives for 1989-90

a. For areas below state median, improve district ranking in all basic skills test areas by two positions in 1990,
b. To improve high school science and social studies state rankings by two positions in 1990,
c. Maintain or improve NCEs currently at or above state median.

Activities

a. Complete reading/language arts program review and prepare action plan
b. Continue reading staff development program for all K-8 teachers
c. Institute basic reading program in high school
d. Continue refinement of high school Mathematics I and II programs, including reduced class size
e. Continue DEAP Item Analysis review procedures with staff
    1. Provide state DEAP reports to principal - from DPI
    2. Provide data on state rankings to principals
    3. Provide reports on objectives where district fell below the state average
    4. Require principals and subject/grade coordinators to prepare action plans for their buildings and complete a structural review process
f. Continue staff development in special education

Major Programs

The continued success of the ECIA Chapter I programs has had a long range effect in improving reading achievement for elementary and middle school students with reading problems. Since the adoption of DISTAR material for reading and language is now complete, it is expected that this more structured approach will result in consistently improved achievement for special education students in grades K-8. A new program to identify and address learning problems in Kindergarten began in 1989-90,(EPSF - Early Prevention of School Failure) as did a developmental first grade. In grades two through four, beginning in September 1989, children will be regrouped for reading and mathematics to provide for more individualization of instruction. An adaptation of this plan will begin in first grade later in the school year.

Long Range Educational Improvement Effort

Emphasis in instruction/curriculum in the past year has been upon revising curriculum guides and developing new grouping systems in grades K-8. We are now planning action as follows in the immediate future:

1. Elementary Schools
    a. Continue implementation and enhancement of the EPSF program at the kindergarten level
    b. Implementation of the developmental first grade
    c. Staff training and program revision to initiate a whole language program.
    d. Refinement of the block plans for reading and mathematics instruction;

2. Middle School
   a. Extension of the team teaching (block) concept from fifth grade into the sixth grade,
   b. Further inplementation of restructuring through the RE:Learning process;
3. High School
   a. Enhancement of all basic programs through reduction in English and mathematics class sizes;
   b. Expenditures to improve science materiel availability;
   c. Extension of staff/student involvement processes

DPI Technical Assistance

We plan to request DPI assistance in the follwoing areas:

1. Assistance in providing elementary school reading staff development;
2. Consultation on mathematics inservice programs;
3. Training of special education staff and mainstream teachers in classroom management procedures;
4. Consultation on whole language program;
5. Training in test administration procedures.

WWL:pf

MILFORD SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT MILFORD

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	46.8	47.7	49.8	52.8	47.9	51.1	49.8	54.3	55.3
Mathematics	47.9	53.1	51.9	56.2	50.1	53.3	54.8	55.6	55.4
Language/English	44.2	50.2	50.7	55.9	50.6	54.7	51.5	57.3	52.8
Basic Battery	47.9	51.0	50.3	54.8	49.0	52.7	51.1	54.4	54.0
Science									50.6
Social Science									51.9

SCHOOL Benjamin Banneker Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	47.5	46.4	50.3						
Mathematics	47.2	50.1	53.4						
Language/English	43.9	49.3	52.9						
Basic Battery	49.4	50.8	51.5						
Science									
Social Science									

SCHOOL Lulu M. Ross Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	45.8	48.9	50.6						
Mathematics	49.0	56.5	51.1						
Language/English	44.6	51.2	49.0						
Basic Battery	45.8	51.2	50.2						
Science									
Social Science									

SCHOOL Lakeview Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading			46.1	52.8					
Mathematics			48.9	56.2					
Language/English			48.5	55.9					
Basic Battery			47.0	54.8					
Science									
Social Science									

DISTRICT MILFORD

SCHOOL Milford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					47.9	51.1	49.8	54.3	
Mathematics					50.1	53.3	54.8	55.6	
Language/English					50.6	54.7	51.5	57.3	
Basic Battery					49.0	52.7	51.1	54.4	
Science									
Social Science									

SCHOOL Milford Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									55.3
Mathematics									55.4
Language/English									52.8
Basic Battery									54.0
Science									50.6
Social Science									51.9

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

MILFORD

School District

Charles Moses

CHARLES MOSES

District Superintendent

9/12/89

Date

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

ANALYSIS OF TEST RESULTS

The basic battery results by grade indicate that our weakest scores are at grades 1, 2, and 3 across the district with a general trend of increasing scores throughout the grades through the 11th grade. The high mean for the district was at grade 4. The low was at grade 1. Also, the means for special education students generally increases through the grades and decreases in disparity as compared to regular students. This shows some progress in the catching up of special education students throughout their years of schooling. Another indication of this is the 5.1 difference between the high and low mean for all students, the difference of 7 points between the high and low mean for regular students, and the difference of 12 points between the high and low means for special ed students (scores for the district).

The district means for total math were above state means at grades 2, 4, 5, 6, 7, 8 and 11. This is the strongest scale for the district and has been for several years. After grade 3 the district is consistently above the state mean on total math. After the first grade the district is consistently above the 5.0 mean. Among the subscales comprising the total math, the district results are strongest in math computations. This shows the strength of our basic skills program. The high score for the district comes at grade 4 in math computations with a mean of 63.0. As with the total battery, the scores are weakest at the first three grades and increase over the district means throughout the grades to grade 11.

In total reading the district again scored lowest at the first three grades and showed some weaker gains throughout the grades to grade 11 - with a strong finish at 55.3. The district was under the state

mean at all levels in word study skills. In our study of our reading program, we find that we are weakest in this area. Finally, the district was somewhat stronger in reading comprehension than reading vocabulary.

In the total language battery, the district was under 50 at only one grade level - grade 1. The district was above the state mean after fifth grade and was under the state mean only once after third grade.

The district's standing in spelling across the grades is somewhat decreased from previous years. This may relate to the changed format for the spelling test on the Stanford. In study skills, the district scored above the state mean only at grades 8 and 11. In the area of listening, the district scored above the mean at only grades 4, 6, and 8. This scale was equally weak with study skills. The district has no special program in listening. In the area of using information, the district was above the state mean only at grades 8 and 11. In the area of thinking skills, the district was above the state mean at grades 6, 7, 8 and 11.

SUMMARY

While there is no basis of comparison of the Stanford results for 1989 to previous years, the trends of the data suggest that, as in previous years, our weakest subtest area is reading. However, in general the entire state is tightly clustered around the mean. This makes meaningful analysis of the scores difficult. There is a lack of information regarding the degree of overlap between the test and our curriculum, particularly at the early grades. In other words, we do not know that the Stanford tests what we are teaching. An informal appraisal of the test content indicates that we are currently teaching

only about half of the content contained in the reading section at the early grades. The weakness at the early grades may be attributed to cultural and social deficits of low SES and isolated urban children. The general trends of the test scores indicate that these potential early deficits are overcome as children move through the grades toward graduation.

EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

1. Science curriculum development at grades 3, 4, 7 and 8.

Evaluation: The district has implemented a science curriculum published by Silver Burdett at grades 3 through 6 and the Holt series at grades 7 and 8. Staff inservice is continuing.

2. Implementation of Thinking Skills programs in our reading program.

Evaluation: Our administration was trained in the instructional implementation of thinking skills in July 1989. The program, developed and presented by DPI, will be presented to the teaching staff on the October 13 inservice day.

3. Continued monitoring and refinement of Pre-K pilot program.

Evaluation: The district is continuing to implement the Pre-K pilot program and expects to make building renovations to be able to act as a demonstrations and training site.

4. Health curriculum revision.

Evaluation: The district has adopted the "What Makes Me Tick" health curriculum (written by DPI) and is supplementing it with the "Here's to You: 2000" in the area of drug education. The district is now in compliance with state standards in health education.

5. Curricular and instructional development based on DEAP results in each school across all grades.

Evaluation: The administration and staff were involved in the content analysis of the Stanford Achievement Test prior to its administration. While the district attempted to prepare for the March administration of the DEAP, there was very little meaningful information about the test that was useful for instructional preparation. Since the Stanford is only under contract for two years, there is too little time and not enough information to adjust the curriculum to the test. Therefore, it is our hope that our continued curricular and instructional refinement will have a generally positive influence on our students, and therefore, the test scores. Additionally, curricular and instructional improvements of this nature may take several years to show an impact on the test scores.

The general results of the test indicated a need to do a study on the effectiveness of our reading program. This study lead us to review new reading programs. A pilot of two programs began in September, 1989. Full scale implementation is likely in September, 1990.

DISTRICT PRIORITY STATEMENT 1989-90 SCHOOL YEAR

1. Implementation of the science curriculum continues with classroom implementation in September 1989. Staff inservice will be implemented in the fall of 1989.

2. Thinking skills across our curriculum is a major inservice commitment of the school district. Plans have been made to expose the entire instructional staff to a program presented by our administrators and teachers.

3. The primary grades are a priority for the district. In our curriculum and instructional reviews, these targeted groups will be given careful attention to develop strong language, reading and math skills.

4. For at least the next two years, the district will focus curricular and instructional resources on the implementation of a new reading program, now in the pilot stage. This is not likely to influence DEAP test scores until the 1991 administration. (If then, considering that we do not now know what the testing program will be.)

5. Curriculum development will focus on social studies and literature in grades 5 thru 12.

PLAN TO REMEDY WEAKNESSES

There are two components to the district's plan to remedy weaknesses.

First, curricular task forces will be formed to continue the curricular revision and refinement listed in IV above. These groups of teachers and administrators will meet regularly to work on improving these content and skill areas of our curriculum.

Second, the district is developing a curriculum revision process to be implemented through a Curriculum Council, an advisory group with the responsibility to recommend curricular revision and development priorities. This group will receive needs assessments from subcommittees and recommend changes and allocation of resources. We expect that the Curriculum Council will improve the district's long range planning for curriculum and instruction.

NEW CASTLE COUNTY VOCATIONAL TECHNICAL
SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT NEW CASTLE VOCATIONAL-TECHNICAL

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									43.2
Mathematics									44.7
Language/English									43.5
Basic Battery									42.9
Science									43.9
Social Science									43.3

SCHOOL Delcastle Technical High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									44.4
Mathematics									46.9
Language/English									44.0
Basic Battery									44.4
Science									46.4
Social Science									45.7

SCHOOL Paul M. Hodgson Vocational Technical High

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									41.8
Mathematics									42.1
Language/English									43.0
Basic Battery									41.1
Science									43.0
Social Science									41.6

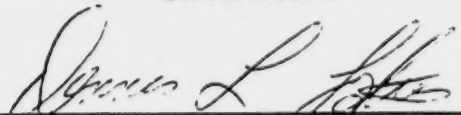
SCHOOL Howard Career Center

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									42.8
Mathematics									44.1
Language/English									43.3
Basic Battery									42.6
Science									40.2
Social Science									40.5

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

New Castle County Vocational Technical
School District



Dennis L. Loftus, District Superintendent

October 18, 1989
Date

DISTRICT NEEDS ASSESSMENT

SCHOOL DISTRICT: New Castle County Vocational-Technical

SCHOOL SUPERINTENDENT: Dr. Dennis L. Loftus

SIGNATURE: Dennis L Loftus DATE: 10-18-89

I. ANALYSIS OF TEST RESULTS

The District Director of Instructional Services, District Test Coordinator and one building administrator per high school of the District reviewed the test results for regular and special education students on the Stanford Achievement Test, Eighth Edition, Form J, Task 3. The District also did out-of-grade testing of its ninth and tenth grade students, using the appropriate level of the Stanford Test.

Scores were also analyzed by comparison of the District and national NCE's by the Superintendent, the Director of Instructional Services and the District Test Coordinator. In addition, some academic department chairpersons, Chapter I and skill center teachers reviewed the test results. The first group did so to determine areas for improvement in curriculum and instruction, the second group did so for purposes of determining appropriate instruction and the third group to determine achievement or not of competencies and the degree of remediation of deficiencies that some students achieved.

An assessment of strengths and weaknesses of students suggests that nearly three-fourths of the eleventh grade students tended to cluster at the lower end of the normal range and one-fourth at or above the midpoint.

The test results of eleventh grade students in 1988 was generally at or nearly at the NCE national norm of 50. This year's averages for juniors; however, were all below 47.0. The mathematics subscore for Delcastle students was 46.9. This was the highest average for a subtest for either the District or an individual school. Assuming that NCE scores are comparable to each other, an analyst could conclude that 1989 eleventh graders did not perform as well as eleventh graders in 1988 who were measured by the appropriate level of the Comprehensive Test of Basic Skills (CTBS).

There seemed to be evidence from examining both the on-grade testing results and the out-of-grade results that remedial efforts should begin in ninth grade to diminish or eliminate low normal range scores in the future. Both mathematics and geography, a standard unit in the ninth grade course entitled Introduction to the Social Sciences, were specifically eyed for improvement.

II. EVALUATION OF LAST YEAR'S PRIORITIES

The District is currently in the last year of its five-year plan for academic and related shop curriculum. It has reexamined the Applied Communication program and assigned each of the units to be taught as parts of different basic and career English curriculum for ninth through twelfth grade. It has recommended the use of some introductory units from Applied Mathematics for all math courses of study and has found that several additional units lend themselves especially to Mathematics II and related shop math curriculum. Both these nationally piloted courses emphasize core skills vocational students need to be successful.

As identification of "at-risk" eleventh grade students progressed last year, there was a problem in denying services to the control group population. Consequently those students were recommended for remedial instruction were usually those who had low test scores and D's and F's on their report cards. Eleventh graders of 1988 who needed help in the skills laboratory have continued to receive it as seniors in 1989. The major focus presently is to help students who had not yet demonstrated competency in reading and mathematics.

III. DISTRICT PRIORITY STATEMENT - 1989-90 SCHOOL YEAR

The District is currently assessing ways to address students needs. Specifically one of its five recommended goals for the 1989-90 school year is "The planning and implementation of staff development activities to help staff members employ new teaching styles and strategies to accommodate the diverse student population in the district." (Attached to this report are the District's recommended goals for the 1989-90 school year.)

The results of both on-grade and out-of-grade testing reflect an overall need to concentrate efforts at the ninth grade, hopefully to reduce some or all of future lower performance in eleventh grade.

The District will be examining the performance of current ninth grade students based on their scores in eighth grade, where Stanford data are available. The District has expanded its unit for geography and has recommended that an entire marking period be used in ninth grade for its teaching. A pilot study will be done at Howard by the mathematics department chairperson and a skills laboratory teacher to address identified needs for basic mathematics remediation skills.

IV. PLAN TO REMEDY WEAKNESSES

The District's long-range performance expectations for the identified ninth grade target groups is to reduce and/or eliminate poor performance by eleventh graders in 1992. Its short-term performance objectives for 1989-90 is to establish a set of base data for current ninth graders and to implement pilot projects in each of the three high schools of the District, focusing on improving specific deficiencies of current ninth graders and of those upper grade students who are receiving assistance in the skills laboratory.

The District has already been working with the Department of Public Instruction's Research and Evaluation Division to obtain data from which to better identify students needing help and their deficiencies which most need to receive priority.

The District plans to schedule at least four meetings throughout the year of department chairpersons and building administrators to develop ways to implement and to receive feedback about pilot efforts affecting ninth graders especially and other students generally.

The District also is just beginning, with the help of the Delaware Department of Public Instruction, to determine the readability of textbooks for selected shops. It will be important to help students to know what levels of skills in reading they need in order to use their shop textbooks effectively.

The District does replace academic textbooks on a regular basis. Currently literature series for all grades are under review. Using a combination of local and federal vocational education funds, the District has purchased hand held calculators. One of its goals is to help all students master the use of calculators and acquire lifelong skills. Finally, the District is implementing new alternative programs to help students stay in school. Students who had to attend summer schools in this past year are receiving priority for enrollment in after-school sessions.

WVK/sl

RECOMMENDED GOALS FOR 1989-90 SCHOOL YEAR

1. The development and implementation of programming and marketing strategies to more effectively integrate the Howard Career Center student population.

2. The development and implementation of a process to conduct a thorough review of all district career training programs.

3. The planning and implementation of staff development activities to help staff members employ new teaching styles and strategies to accommodate the diverse student population enrolled in the district.

4. The consolidation and expansion of district efforts to focus on the adult and alternative education training needs of the county.

5. The development and initiation of a county-wide symposium regarding the career training needs required in the Delaware workplace in the year 2000.

RED CLAY CONSOLIDATED SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT RED CLAY CONSOLIDATED

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	47.0	50.9	52.7	50.0	51.6	52.4	51.9	53.3	54.6
Mathematics	50.7	53.1	52.4	48.6	49.0	48.1	50.2	52.6	55.7
Language/English	50.1	54.6	54.0	52.4	52.4	50.1	50.6	53.3	57.4
Basic Battery	48.9	52.6	53.9	50.8	51.4	50.9	51.0	52.9	56.4
Science									54.0
Social Science									53.9

SCHOOL Forest Oak Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	45.4	47.5							
Mathematics	45.1	47.7							
Language/English	42.5	49.9							
Basic Battery	44.3	47.9							
Science									
Social Science									

SCHOOL Heritage Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	50.7	60.4							
Mathematics	56.0	59.4							
Language/English	54.8	62.9							
Basic Battery	54.0	61.6							
Science									
Social Science									

SCHOOL Highlands Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.2	51.5	54.0						
Mathematics	59.8	51.1	50.8						
Language/English	64.1	55.5	60.2						
Basic Battery	61.6	52.0	56.1						
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL William Lewis Elementary

Content Areas	Grades 1	2	3	.4	5	6	7	8	11
Reading	59.2	64.3	71.6						
Mathematics	55.9	68.6	69.6						
Language/English	58.9	67.1	67.3						
Basic Battery	59.8	67.6	73.2						
Science									
Social Science									

SCHOOL Evan G. Shortlidge Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	42.0	47.6	51.8						
Mathematics	49.5	48.1	54.6						
Language/English	46.7	51.5	55.3						
Basic Battery	45.4	48.9	53.6						
Science									
Social Science									

SCHOOL Austin D. Baltz Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	36.9	38.4	41.1	38.4	38.0				
Mathematics	43.3	42.7	40.4	38.2	32.7				
Language/English	41.6	42.9	45.0	40.7	38.0				
Basic Battery	38.5	38.8	42.8	38.0	35.9				
Science									
Social Science									

SCHOOL Richardson Park Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	40.4	47.3	42.8	38.7	41.8				
Mathematics	47.4	57.6	40.9	40.4	36.8				
Language/English	43.9	51.3	40.4	42.9	42.3				
Basic Battery	42.5	50.8	43.5	42.2	39.1				
Science									
Social Science									

SCHOOL Marbrook Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	43.6	44.7	48.2	50.1	49.6				
Mathematics	49.3	51.4	44.8	47.1	45.1				
Language/English	52.4	54.0	52.8	55.5	50.8				
Basic Battery	46.8	48.9	47.7	50.5	47.5				
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Warner Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			53.3	52.8	54.2				
Mathematics			54.5	51.5	52.8				
Language/English			52.9	56.4	58.2				
Basic Battery			53.8	53.7	55.3				
Science									
Social Science									

SCHOOL Anna P. Mote Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				46.1	50.4				
Mathematics				44.6	48.6				
Language/English				47.3	50.3				
Basic Battery				45.9	50.8				
Science									
Social Science									

SCHOOL Alexis I. duPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				55.8	62.3	55.7	57.5	59.7	
Mathematics				48.5	54.2	47.8	54.3	55.0	
Language/English				56.9	60.5	53.9	56.0	58.2	
Basic Battery				55.0	59.6	52.1	57.2	57.7	
Science									
Social Science									

SCHOOL H.B. duPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				66.2	60.1	63.1	64.4	67.4	
Mathematics				64.6	62.1	61.9	66.9	68.0	
Language/English				64.4	57.5	59.7	64.4	65.6	
Basic Battery				67.0	61.7	63.0	65.2	67.6	
Science									
Social Science									

SCHOOL Skyline Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						56.8	58.5	55.8	
Mathematics						51.8	57.5	56.5	
Language/English						55.2	56.6	57.5	
Basic Battery						55.8	58.7	57.4	
Science									
Social Science									

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Stanton Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						45.1	46.6	46.1	
Mathematics						41.5	42.4	47.2	
Language/English						41.8	43.6	44.6	
Basic Battery						42.5	43.4	44.5	
Science									
Social Science									

SCHOOL Conrad Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						46.0	40.5	44.3	
Mathematics						41.5	38.1	39.6	
Language/English						44.7	40.8	45.7	
Basic Battery						44.3	38.7	41.5	
Science									
Social Science									

SCHOOL John Dickinson High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									56.1
Mathematics									55.3
Language/English									62.5
Basic Battery									58.3
Science									56.5
Social Science									53.6

SCHOOL Alexis I duPont High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									60.8
Mathematics									64.1
Language/English									60.7
Basic Battery									63.5
Science									59.8
Social Science									62.2

SCHOOL Thomas McKean High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.9
Mathematics									54.5
Language/English									54.5
Basic Battery									54.3
Science									53.1
Social Science									52.3

DISTRICT RED CLAY CONSOLIDATED

SCHOOL Wilmington High School

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									42.8
Mathematics									42.5
Language/English									49.3
Basic Battery									44.1
Science									42.0
Social Science									41.5

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE

1989

SCHOOL DISTRICT Red Clay Consolidated School District

DISTRICT SUPERINTENDENT Joseph P. Johnson

DATE October 31, 1989

II. ANALYSIS OF TEST RESULTS

Specifications:

The Red Clay Consolidated School District test results were analyzed using NCE scores and the combined scores for regular and special education students.

Average NCE scores for the Red Clay Consolidated School District were compared to the national average scores to determine strengths and weaknesses.

Strengths:

Average combined scores for Red Clay were higher than national SAT averages for the basic battery for all but grade I.

Total reading score averages were above 50 except for grade 1. Total math score averages were above 50 for grades 1-3, 7, 8 and 11. Total language score averages were above 50 for all grade levels.

Grade 11 score averages were the highest of any district in the state. Grade 3 averages were above 50 for all subtests.

Except for grade 6 math and grade 1, fewer than 25% of the regular students obtained scores in the lower quartile. Except for grade 1 reading, more than 50% of the regular students scored above the median (50) for total reading, total language and total math content areas.

Average scores for Red Clay grade 11 students were above the national average for both the science and social studies subtests.

Weaknesses:

The district showed relative weakness in reading, spelling and math computation in grade 1. Listening scores were below average for grades 4, 5, 6 and 8. Math scores were below average in grades 4, 5, 6 and 7.

A total of 33 percent of the regular first graders scored in the bottom quartile. This percentage is higher than last year.

Average scores in reading continue to be below those in language at every grade level.

Target Subject Areas:

As part of the Red Clay achievement improvement program, several target areas have been identified:

- The group of regular students scoring in the bottom quartile will be the focus of remedial programs.
- First graders are targeted because of the total battery average and the number of subtests where performance was below the national average.

°Those individual schools whose average performance was below the national average at more than one grade level are targeted for achievement improvement. This includes the following schools:

Baltz
Conrad
Forest Oak
Marbrook
Richardson Park
Shortlidge
Stanton

°Mathematics at grades 4, 5 and 6 is target for review.

III. EVALUATION OF 1988-89 ACCOMPLISHMENTS

For the past several years Red Clay Consolidated School District has identified lower quartile scorers as one priority, as well as the annual testing of grade 10 students. High school student testing was identified as a priority because there was no test data available on these students since their participation in the Delaware Assessment Program as eighth graders. Data received were used to identify areas of individual student weakness.

The lower quartile project functions to assure the district that students receiving lower achievement test scores are identified for available special remedial programs, such as Chapter I and Basic Skills programs.

Mathematics scores at the upper elementary level are still below the national average.

Review of the sixth grade mathematics performance was a priority last year. This year's results suggest that the performance is comparable to grades 5 and 7.

IV. DISTRICT PRIORITY STATEMENT - 1989-90

Several priority programs have been implemented for 1989-90.

1. The lower quartile project will be continued. Schools receive notification of all students who scored below the 25th national percentile in any content area.

2. Grade 10 testing will be continued.

3. At each grade, Red Clay has schools scoring among the top three schools in the state. For those schools, the priority activity is to maintain achievement levels at the established high levels.

4. The mathematics curriculum and instructional strategies will be studied at the intermediate grade levels to identify needed resources to improve student achievement in this area.

5. The language arts program will use the results of the listening subtests to identify areas of need in the receptive language curriculum.

These priorities continue to address both a general concern in the district that all students are provided an opportunity to learn the content on which their achievement is being measured and the specific concern that individual students and groups of students in need of supplementary education are provided opportunities to achieve.

V. PLAN TO REMEDY WEAKNESSES

The long range goal of the district is to provide an appropriate educational program for each student and to ensure maximum achievement for students at all ability levels. Each of the target activities related to student achievement is designed to help meet that goal by identifying specific needs and appropriate educational programs for students.

The district has adopted a five year plan of goals with accompanying objectives and activities. One of these is specifically in student achievement. Progress toward specific curriculum goals is also monitored by district and school performance on the statewide achievement test.

To remedy identified weaknesses, the efforts of many individuals are necessary:

- Inservice assistance has been provided by both the Instructional Division and the Research and Evaluation Division of the Department of Public Instruction to identify areas for instructional and curriculum improvement.

- The Board of Education has supported instructional coordinator positions in reading, English, mathematics, social studies, computer education, practical arts and fine arts to work to systematically improve the instructional program.

- Additional test reports have been purchased at district expense to provide additional information for teachers and administrators.

The district views the information received from the testing program as invaluable in monitoring our success in maintaining and improving achievement across the grades at individual school and district levels.

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SEAFORD SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT SEAFORD

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	48.4	51.7	51.5	47.0	48.4	48.5	50.7	49.0	51.1
Mathematics	49.3	50.8	50.5	48.1	49.7	42.1	52.2	53.1	49.1
Language/English	48.5	52.6	55.5	51.0	54.2	49.5	51.9	51.9	50.7
Basic Battery	50.3	52.2	51.8	49.2	50.7	46.0	50.7	51.6	50.4
Science									50.5
Social Science									50.0

SCHOOL West Seaford Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	53.1	54.3	54.8						
Mathematics	50.1	48.6	52.0						
Language/English	50.3	55.2	59.1						
Basic Battery	55.6	53.3	54.9						
Science									
Social Science									

SCHOOL Seaford Central Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	44.3	48.3	46.5						
Mathematics	48.7	53.5	49.2						
Language/English	46.5	49.4	51.6						
Basic Battery	45.4	50.8	47.0						
Science									
Social Science									

SCHOOL Federick Douglass Intermediate

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading				47.0	48.7				
Mathematics				48.2	50.1				
Language/English				51.0	54.4				
Basic Battery				49.2	51.0				
Science									
Social Science									

DISTRICT SEAFORD

SCHOOL Seaford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						48.5	50.7	49.0	
Mathematics						42.1	52.2	53.1	
Language/English						49.5	51.9	51.9	
Basic Battery						46.0	50.7	51.6	
Science									
Social Science									

SCHOOL Seaford Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									51.3
Mathematics									49.2
Language/English									50.9
Basic Battery									50.6
Science									50.6
Social Science									50.1

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

Delaware Educational Assessment Program
Report To The Legislature 1989

Seaford School District
Seaford, Delaware

District Superintendent

October 2, 1989

Analysis of Test Results

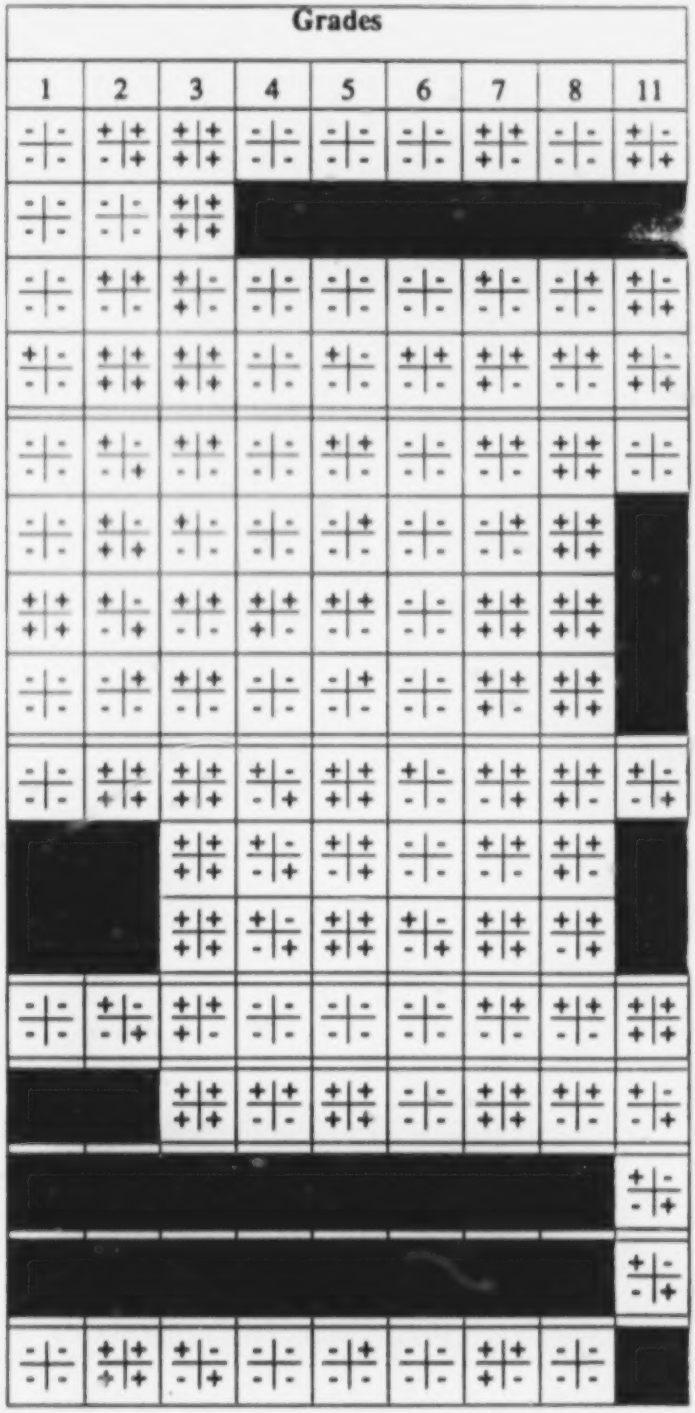
Performance by Seaford students, as a whole, on the Stanford Achievement Test, Eighth Edition (Stanford 8) compared well with the new national norms. Using Normal Curve Equivalent (NCE) scores, the averages for Seaford students were at or above the national average in grades 2, 3, 7, and 11 for Total Reading, in grades 2, 3, 5, 7, and 8 for Total Math, in all grades except grade 1 for Total Language, and in all grades except 4 and 6 in the Basic Battery. Seaford students in grade 11 scored slightly above the national average in both science and social studies. Averages for Listening Skills were at or above national norms in three grades (2, 3, and 7) and in four grades (3, 7, 8, and 11) for Thinking Skills. Scores for Thinking Skills were not obtained in grades 1 and 2.

An analysis of all results has been conducted by content area, by subtest, by objective, and by item for school, grade, classroom, and individual strengths and weaknesses. The results of this analysis have been shared publicly with the Board of Education, with professional staff, and with parents. In the analysis, combined scores were used, and mean, median, top quartile and bottom quartile data were examined. In addition, district, school, grade, and classroom results were scrutinized comparing the percentage of correct responses from Seaford students with the state averages. With the help of the Department of Public Instruction and the Psychological Corporation, further analysis based on reorganized test scores and the item analysis records will be forthcoming.

Overall, reading scores appear to be lower than language or math scores. Reading scores were lower than language scores in all grades except in grade 11, where the difference was negligible, while reading scores were lower than math scores in grades 1, 4, 5, 7, and 8.

Mean NCE	Top Quarter %
Median NCE	Bottom Quarter %

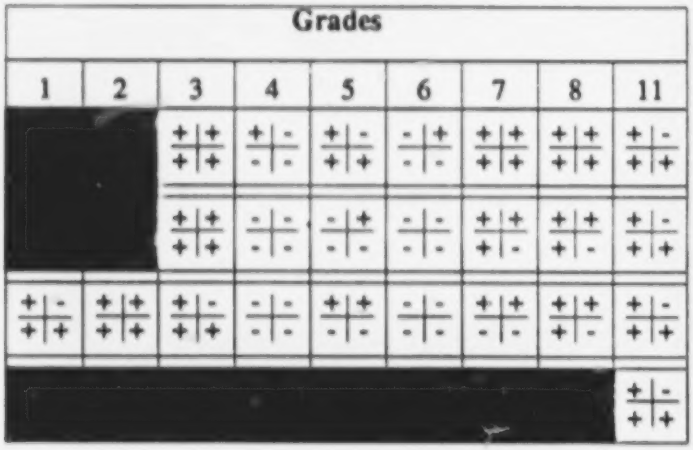
1989 District Summary of Strengths and Weakness



Mean NCE	Top Quarter %
Median NCE	Bottom Quarter %

(continued)

1989 District Summary of Strengths and Weakness



Evaluation of 1988-1989

Nine specific activities relating to CTBS basic skills improvement along with the three District priority goals were implemented during the 1988-1989 school year. Some success was encountered, including an improved percentage of students meeting competencies or prerequisite skills at all grade levels. Since some of the priorities were based on the CTBS results, it is difficult to measure the degree of success met by our pupils. The comparative scores which are being prepared by the Psychological Corporation should aid us in making this determination. It is anticipated that the forward planning and continued emphasis on teaching and learning practiced in the Seaford School District will result in the intended increases in basic skills achievement for Seaford students.

District Priority Goals

The Seaford Board of Education has adopted the following priority goals for the 1989-1990 school year.

To continue to emphasize and continue to improve:

- student word attack skills, vocabulary development and usage;
- student reading comprehension;
- students' higher-level thinking and problem-solving skills;
- student performance in oral and written communications (including creative writing);
- student's study skills;
- the student learning of prerequisite skills; and
- students' attainment of the state's required minimum competencies at the scheduled grade level.

To continue to develop staff awareness of and sensitivity to the needs of all students, so that the staff formally, through the instructional process, and informally, via contacts outside the classroom:

- continually demonstrates a caring and nurturing attitude toward students;

- actively and regularly works to build student self-esteem by encouraging students, by providing positive motivation and reinforcement for students, and by increasing students' success;
- actively demonstrates its belief that all students — regardless of race, socio-economic background, handicapping condition or other special needs — can and will learn (and helps them to learn and succeed); and
- continues to emphasize substance abuse and suicide prevention.

To explore alternative programs and strategies for special need students (i.e., those who are achieving at a lower rate, exhibit lack of interest, low self-esteem, and in appropriate behavior, as well as having poor attendance, but who are not in Chapter I or identified as special education students).

Plan To Remedy Weakness

1. To continue to expand programs for at-risk students by exploring, developing and implementing alternative programs/instructional strategies which will effectively meet varying student needs, abilities, and interests in a regular instructional environment and by using a vocational/practical approach to basic skills with selected groups of at-risk students.
2. To continue to emphasize and improve student learning of prerequisite skills and attainment of the state's required minimum competencies at the scheduled grade levels and to review the testing/record keeping systems to monitor progress.
3. To continue to place heavy emphasis on reading and writing by increasing the integration of reading and writing in the content areas; emphasizing word attack skills, vocabulary development and usage, and reading comprehension; placing heavy emphasis on literature by providing students the opportunity for extra reading; and increasing the general focus on writing skills and creative writing.
4. To emphasize writing, especially using word processing.
5. To expand the utilization of technology as a part of the instructional setting. (Middle School students will participate in a process approach to writing using computers. All fourth grade

students will take advantage of a computer network system at the Frederick Douglass School to improve reading and math skills. The High School will implement a new network.)

6. To improve and expand programs designed to foster student higher-level thinking and problem-solving skills.
7. To place emphasis on mathematics concepts and applications, including number sentences, number theory, and problem solving skills and to provide remediation for students with identified skill deficits.
8. To implement early intervention and remediation of basic skill deficiencies through expansion of the Chapter I program to the kindergarten level.
9. To emphasize the development of study skills beginning at grade three.
10. To provide staff development in the areas of:
    - test giving skills,
    - test taking skills,
    - curricular adaptations,
    - cooperative learning,
    - using standardized test data,
    - study skills, and
    - instructional strategies for the development of higher level thinking/problem solving skills.

SMYRNA SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT SMYRNA

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	49.1	55.2	52.9	50.4	52.6	47.7	51.0	53.1	50.3
Mathematics	51.7	48.9	50.1	49.5	48.3	40.7	52.2	56.4	51.0
Language/English	51.1	58.2	55.6	53.4	50.3	45.6	47.3	50.1	50.7
Basic Battery	50.3	54.0	53.1	51.4	51.2	44.3	50.3	55.3	50.4
Science									52.3
Social Science									52.4

SCHOOL Clayton Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	47.6	56.7	52.0	46.6					
Mathematics	48.7	52.8	45.7	40.8					
Language/English	49.0	58.9	49.9	50.8					
Basic Battery	48.1	56.0	49.8	45.8					
Science									
Social Science									

SCHOOL Smyrna Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	51.4	56.5	50.6	52.4					
Mathematics	56.1	45.0	45.1	47.9					
Language/English	54.7	58.7	56.3	55.4					
Basic Battery	53.8	53.5	50.3	52.7					
Science									
Social Science									

SCHOOL Smyrna Kindergarten Center

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	17.0								
Mathematics	24.2								
Language/English	18.6								
Basic Battery	14.5								
Science									
Social Science									

DISTRICT SMYRNA

SCHOOL Smyrna North Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.9	53.0	56.7	50.3					
Mathematics	55.6	50.4	60.6	58.4					
Language/English	58.5	56.9	59.5	52.3					
Basic Battery	57.2	52.9	59.8	53.8					
Science									
Social Science									

SCHOOL Smyrna Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					52.6	47.7	51.0		
Mathematics					48.3	40.7	52.2		
Language/English					50.3	45.6	47.3		
Basic Battery					51.2	44.3	50.3		
Science									
Social Science									

SCHOOL Smyrna High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading								53.1	50.3
Mathematics								56.4	51.0
Language/English								50.1	50.7
Basic Battery								55.3	50.4
Science									52.3
Social Science									52.4

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Mathematics									
Language/English									
Basic Battery									
Science									
Social Science									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Smyrna

School District

Dr. Wayne A. Barton

District Superintendent

October 25, 1989

Date

ANALYSIS OF TEST RESULTS

The Smyrna School District scores presented in this analysis are the mean normal curve equivalent (NCE) scores for regular and special education students combined. Strengths and weaknesses are noted only when there is a difference of +/- three NCE points between the district and the state mean in a specific area. No comparison is attempted between the SAT and the CTBS of 1988.

With the exception of the sixth grade scores in Reading, Mathematics, Language and Thinking Skills, the district scores are near or above the state mean in all other areas and in all grades. The sixth grade scored 6.1 NCE points below the state mean in the Basic Battery.
The eighth grade had the highest scores in the state in Mathematics and in the Basic Battery with 56.4 and 55.3 respectively.

EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priority Statements 1988-89 School Year

It is intended that concentrated effort on teaching objectives in Mathematics will improve scores in computation, concepts and application in all grades, especially after grade 2. Decreases are noted in grades 3, 5, 6 and 8. The decline in scores at grade 3 may be partly attributed to the larger than usual number of students with special needs across the district. At one elementary school, for example, one-third of the students were identified and placed in compensatory and special education programs.

During the 1988-89 school year the district will emphasize improvement of reading vocabulary and comprehension, an identified need in the middle school grades. Coupled with this is also a need to strengthen reference skills at the same levels. Growth in understanding and use of literary materials is anticipated.

1989 TEST RESULTS RELATED TO 1988-89 PRIORITIES

Improvement of relative scores in grades five and eight, and reference skills for the 1988/89 school year was noted. However, the district did not reach its goals for sixth graders and this will remain a priority for the district.

DISTRICT PRIORITY STATEMENT 1989-90 YEAR

Reading and Mathematics remain the priorities of the Smyrna School District at every grade but in particular at the sixth grade level.

PLAN TO REMEDY WEAKNESSES

The Chapter I program has been expanded through grade six (6) and to include Mathematics.

The district has allocated funds to perform a comprehensive Mathematics review.

Continued expansion of classroom computer use has been budgeted.

Continued addition of library resources has again been planned. This expansion will allow the Libraries to become learning centers in the District.

Library Aides have been reestablished in the Middle and High Schools' Libraries.

WOODBRIDGE SCHOOL DISTRICT

1989 STANFORD 8 CONTENT AREAS
Regular and Special Education Students Combined

DISTRICT WOODBRIDGE

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	38.6	46.9	46.6	47.5	47.3	50.5	50.8	47.9	50.0
Mathematics	41.9	50.8	51.9	52.8	49.3	48.4	48.6	46.5	49.3
Language/English	38.8	56.1	51.5	51.2	45.4	49.8	50.7	52.8	49.7
Basic Battery	38.2	50.4	48.7	51.0	47.9	49.0	51.4	47.9	50.0
Science									46.1
Social Science									46.4

SCHOOL Woodbridge Elementary

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	40.7	46.9	46.6	47.5	47.3	50.5			
Mathematics	45.5	50.8	51.9	52.8	49.3	48.4			
Language/English	42.3	56.1	51.5	51.2	45.4	49.8			
Basic Battery	41.4	50.4	48.7	51.0	47.9	49.0			
Science									
Social Science									

SCHOOL Woodbridge Early Childhood Education Center

	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading	22.1								
Mathematics	15.8								
Language/English	13.7								
Basic Battery	14.5								
Science									
Social Science									

SCHOOL Woodbridge Junior-Senior High

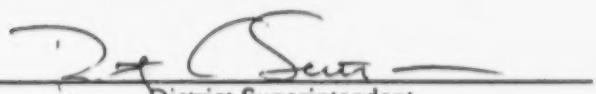
	Grades								
Content Areas	1	2	3	4	5	6	7	8	11
Reading							50.8	47.9	50.0
Mathematics							48.6	46.5	49.3
Language/English							50.7	52.8	49.7
Basic Battery							51.4	47.9	50.0
Science									46.1
Social Science									46.4

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE 1989

Woodbridge

School District



District Superintendent

October 27, 1989

Date

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II. ANALYSIS OF TEST RESULTS

The scores earned by Woodbridge students equaled or exceeded state averages in 23% of the 133 categories tested. National averages were exceeded in 41% of the tested categories. (Exhibits 1 and 2). In light of the demographics of the district reflected in the high percentage of free and reduced lunches, these test results generally reflect a successful instructional program.

The achievement of our students in basic skills areas across the grades are, with few exceptions, fairly consistent (Exhibit 2). Grade one scores are significantly below national average, but improvement as measured by second grade achievement is decisive. We believe such standardized testing programs as DEAP are inappropriate for primary age children. They lead to students being pressured to perform academic tasks beyond their level of maturation. Such pressure is counterproductive. The frustration of this pressure leads to lack of interest, lack of confidence, and lack of motivation. This in turn leads to diminishing academic achievement in later grades. Thus we have a challenging dilemma, namely, how can we raise primary (especially first grade) test scores for the sake of public relations without doing irreparable harm to the academic careers of the young learners?

Reading and language achievements are both relatively strong overall while math achievement falls below national average at fifth grade level and remains so through eleventh grade. In the non-basic battery areas our students again achieved poorly in science.

A large portion of our students scored within the average range at every grade level (Exhibit 3). There are generally more students whose achievement is classified below average than there are whose achievement is classified above average. However, there is enough variance in this distribution from grade to grade and subject to subject to suggest that more precise curriculum alignment and/or improved instructional strategies might result in more students attaining average and above average achievement as measured by the Stanford Achievement Test.

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priority 1988-89:

> We will continue to seek instructional improvement and higher student achievement through staff development, lesson analysis, and curriculum alignment. We will continue to make maximum use of re-organized class lists and other statistical reports to analyze areas of weakness.

We have fully implemented the Delaware Performance Appraisal System in the Woodbridge School District. We have shared the responsibility for doing observations, analyzing lessons and conferring with teachers among the directors and building principals.

In conjunction with the Delaware Performance Appraisal System our teachers were given an opportunity to participate in any of the Delaware Agenda for Higher Achievement workshops that they may have missed previously. Other inservice and staff development activities centered around science instruction (implementing a new science curriculum) and alignment of study guides with Stanford Achievement Test objectives.

We believe the conscientious implementation of the Delaware Performance Appraisal System has some positive influence on overall instructional practices and that some of the successful achievement of our students on the Stanford Achievement Test may be attributed to this effect.

Although the Stanford objectives were rather broad and inclusive, the inservice time our teachers had to evaluate courses of study in light of Stanford objectives no doubt had some positive influence on our Stanford test results.

A new science curriculum was implemented, but it has not had sufficient time to impact on performance at the eleventh grade level.

IV. DISTRICT PRIORITY STATEMENT 1989-90

We shall continue to seek higher student achievement through the utilization of the Delaware Performance Appraisal System and through staff inservice. We will encourage the judicious use of reorganized

IV. DISTRICT PRIORITY STATEMENT 1989-90 (continued)

class lists by classroom teachers. The item analysis reports provided by Stanford will be reviewed to determine possible areas where curriculum alignment needs attention.

V. PLAN OF REMEDY WEAKNESSES

The new science course of study which was implemented last year will be continued. Since science is only tested at the eleventh grade level, it may take several years for this curriculum to improve the test scores.

The public relations value of higher test scores is recognized. However, there is reluctance to pursue curriculum alignment with Stanford objectives too vigorously. First, because improvement in test scores thus attained would not in any way assure that students are learning more, or more appropriate, skills. It would only indicate that they are learning more of what is tested on the Stanford test. (Witness the state math scores on the 1988 CTBS which were far above national average as compared to the below average math scores on the 1989 Stanford. Apparently years of aligning math curricula to the California test was not good preparation for the Stanford Test). Moreover, since the state is only committed to the Stanford test for one more year, much "re-alignment" might be needed in the near future to improve achievement as measured by the next test selected.

Nevertheless, we will review the item analysis report to determine which objectives our students had least success with and encourage judicious adjustment of instructional emphasis.

Particular attention will be paid to upper grade mathematics. Since the math scores showed some weaknesses over a span of several grades, it is possible that some specific areas of underachievement may be identified which would be common to many standardized tests other than the CTBS.

If we can find someone with the necessary expertise, inservice with primary teachers on test administration techniques would be desirable. It can only be imagined what may be the adverse effects of stress, tension, and frustration on the test performance of these very young

V. PLAN OF REMEDY WEAKNESSES (continued)

test takers. We have some cases where student achievement as measured by the test scores are far below their capability as demonstrated in daily classroom recitations. In fact, we had first grade students who, though identified "academically gifted" via teacher recommendation and intelligence tests, scored below average on some sub-tests of the Stanford. By training the teacher to minimize the tension and frustration felt by the young test takers, we may be able to show the public better test scores without even harming the students and their prospects for successful academic careers. In addition, teachers might be trained to be more alert to observe conditions (such as random guessing) which call for invalidation.

The Department of Public Instruction may be able to assist in providing inservice which will help primary teachers make test taking less stressful for the students.

EXHIBIT 1

Stanford Achievement Test, 8th Edition
Average NCE Scores Woodbridge Students, 1989
Regular and Special Education Students Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Word Reading	39.2								
Word Study Skills	40.8	49.2	48.6						
Reading Vocabulary		45.1	45.4	47.2	46.1	48.1	51.0	47.9	51.9
Reading Comprehension	*37.8	47.1	47.7	48.7	48.4	52.3	50.3	48.2	48.9
TOTAL READING	38.6	46.9	46.6	47.5	47.3	50.5	50.8	47.9	50.0
Concepts of Number	41.8	53.7	50.4	53.8	49.8	50.0	51.4	48.2	
Mathematics Computation	46.2	48.3	53.6	51.7	52.4	47.5	47.3	45.8	
Mathematics Applications	40.5	50.0	51.2	52.3	46.3	48.2	44.8	46.4	
Mathematics									
TOTAL MATHEMATICS	41.9	50.8	51.9	52.8	49.3	48.4	48.6	46.5	49.3
Language	38.8	56.1							
Language Mechanics			53.4	51.2	47.5	49.8	50.2	52.8	
Language Expression			50.4	51.4		50.0	50.5	52.6	
English									49.7
TOTAL LANGUAGE			51.5	51.2	45.4	49.8	50.7	52.8	
Spelling	38.0	48.0	48.4	51.6	47.4	49.2	*55.1	50.2	51.5
Study Skills			52.0	51.8	47.5	51.5	49.3	51.0	50.9
Listening	40.3	46.8	42.2	49.4	47.5	48.6	49.2	47.8	
BASIC BATTERY	38.2	50.4	48.7	51.0	47.9	49.0	51.4	47.9	50.0
Science									46.1
Social Science									46.4
COMPLETE BATTERY									49.0
HIGHER ORDER THINKING SKILLS									
Using Information			51.8	52.7	47.7	50.9	49.2	50.4	47.9
Thinking Skills			48.6	51.2	48.6	50.0	50.5	47.1	48.8

Circled scores equal or exceed State average 23%.

*Highest and lowest scores.

EXHIBIT 2

Stanford Achievement Test, 8th Edition
Average NCE Scores Woodbridge Students, 1989
Regular and Special Education Students Combined

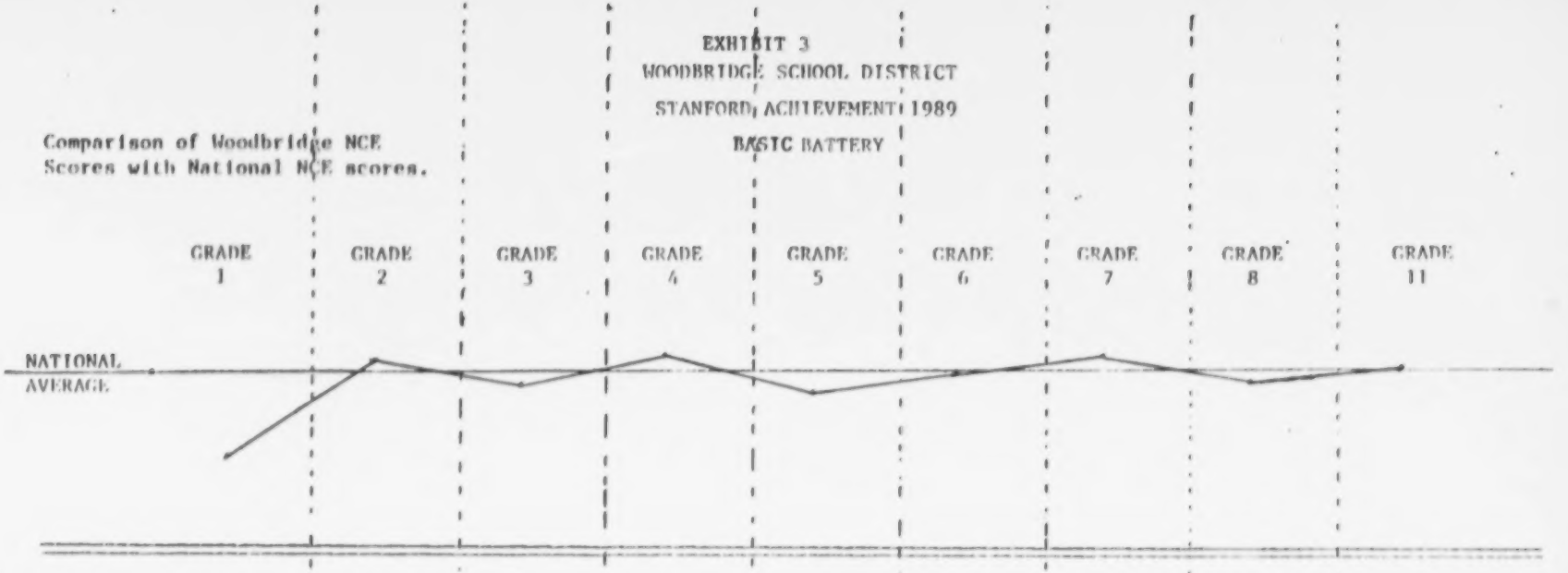
Content Areas	Grades 1	2	3	4	5	6	7	8	11
Word Reading	39.2								
Word Study Skills	40.8	49.2	48.6						
Reading Vocabulary	*	45.1	45.4	47.2	46.1	48.1	51.0	47.9	51.9
Reading Comprehension	37.8	47.1	47.7	48.7	48.4	52.3	50.3	48.2	48.9
TOTAL READING	38.6	46.9	46.6	47.5	47.3	50.5	50.8	47.9	50.0
Concepts of Number	41.8	53.7	50.4	53.8	49.8	50.0	51.4	48.2	
Mathematics Computation	46.2	48.3	53.6	51.7	52.4	47.5	47.3	45.8	
Mathematics Applications	40.5	50.0	51.2	52.3	46.3	48.2	44.8	46.4	
Mathematics									
TOTAL MATHEMATICS	41.9	50.8	51.9	52.8	49.3	48.4	48.6	46.5	49.3
Language	38.8	56.1							
Language Mechanics			53.4	51.2	47.5	49.8	50.2	52.8	
Language Expression			50.4	51.4		50.0	50.5	52.6	
English									49.7
TOTAL LANGUAGE			51.5	51.2	45.4	49.8	50.7	52.8	
Spelling	38.0	48.0	48.4	51.6	47.4	49.2	55.1*	50.2	51.5
Study Skills			52.0	51.8	47.5	51.5	49.3	51.0	50.9
Listening	40.3	46.8	42.2	49.4	47.5	48.6	49.2	47.8	
BASIC BATTERY	38.2	50.4	48.7	51.0	47.9	49.0	51.4	47.9	50.0
Science									46.1
Social Science									46.4
COMPLETE BATTERY									49.0
HIGHER ORDER THINKING SKILLS									
Using Information			51.8	52.7	47.7	50.9	49.2	50.4	47.9
Thinking Skills			48.6	51.2	48.6	50.0	50.5	47.1	48.8

Circled scores equal or exceed National average. 4/7.

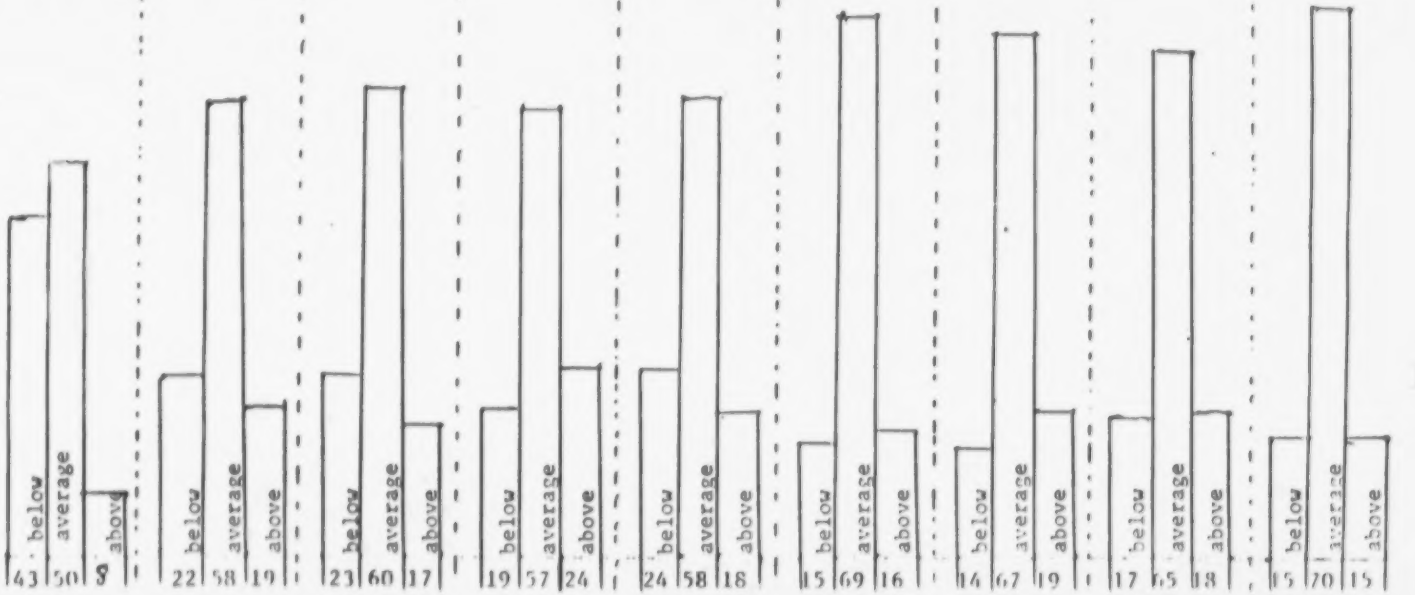
*Highest and lowest scores.

EXHIBIT 3
WOODBRIDGE SCHOOL DISTRICT
STANFORD ACHIEVEMENT 1989
BASIC BATTERY

Comparison of Woodbridge NCE Scores with National NCE scores.



Percentage of Woodbridge Students classified at, above, and below average.



APPENDIX A

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
READING
SPRING 1989

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
WORD READING	**70/73**								
Match Three Printed Words with a Picture	70/73								
WORD STUDY SKILLS	**72/73**	**76/74**	**76/74**						
Structural Analysis	87/88	94/93	90/88						
Phonetic Analysis	77/75								
Phonetic Analysis-Vowels	53/56	60/57	66/63						
Phonetic Analysis Consonants	77/75	79/78	76/75						
READING COMPREHENSION	**63/65**	**61/58**	**63/60**	**65/63**	**66/64**	**65/63**	**62/61**	**66/65**	**62/61**
Two-Sentence Stories	73/76								
Short Reading Passages	74/76								
Short Reading Passages/Questions	52/54								
Recreational		61/58	66/63	72/70	68/66	67/65	67/67	69/67	59/58
Textual		61/58	64/61	61/59	64/63	58/57	51/50	62/61	63/62
Functional		61/58	59/57	62/60	65/64	70/67	68/67	68/66	64/62
Literal			69/66	65/63	68/67	70/68	66/65	75/73	63/60
Inferential			58/55	66/64	64/63	59/58	64/62	62/60	64/63
Critical			55/51	60/59	66/64	70/68	52/52	63/62	57/56
READING VOCABULARY		**66/64**	**67/65**	**62/61**	**71/69**	**64/64**	**71/70**	**67/67**	**61/59**
Synonyms		66/64	66/64	60/59	69/67	57/59	65/65	60/60	52/51
Context		65/60	66/63	65/63	69/68	76/75	73/73	72/71	66/62
Multiple Meaning		68/65	72/70	67/65	77/75	71/69	79/77	77/76	75/73

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
MATHEMATICS
SPRING 1989

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
CONCEPTS OF NUMBER	**66/66**	**70/67**	**64/63**	**60/60**	**55/54**	**59/60**	**56/57**	**61/60**	
Whole Numbers	69/69	70/68	67/67	62/61	61/59	66/66	57/57	61/59	
Fractions	62/59	76/72	73/72	43/47	49/50	60/63	65/65	67/66	
Operations and Properties	58/59	68/65	58/55	62/60	50/51	52/53	52/52	56/56	
Decimals				71/69	60/59	55/57	54/55	62/60	
Percent							62/67	61/60	
Integers							56/58	69/70	
MATHEMATICS COMPUTATION	**65/65**	**66/64**	**67/65**	**63/63**	**63/64**	**56/59**	**59/58**	**60/60**	
Addition with Whole Numbers	68/68	75/74	80/78						
Subtraction with Whole Numbers	61/62	66/65	65/62						
Addition/Subtraction with Whole Numbers				75/73					
Multiplication with Whole Numbers		57/55	62/61	65/66					
Division with Whole Numbers		32/25	57/56	57/58					
Addition/Subtraction with Decimals				53/51					
Addition/Subtraction with Fractions				51/51					
Computation with Whole Numbers					70/71	67/69	73/72	75/74	
Computation with Decimals					57/59	59/60	59/58	63/61	
Computation with Fractions					54/55	42/47	52/50	56/55	
Number Sentences/Proportions					53/56	60/62			
Computation with Percent							42/43	43/44	
Equations and Proportions							53/52	52/53	
MATHEMATICS APPLICATIONS	**67/68**	**68/66**	**63/60**	**63/63**	**61/60**	**57/58**	**58/59**	**55/55**	
Problem Solving	59/60	67/65	58/56	61/60	62/61	61/62	59/61	59/60	
Graphs	66/68	72/69							
Geometry/Measurement	74/74	68/64	65/62	62/61	57/58	48/50	50/51	49/47	
Graphs and Charts			75/72	75/74					
Graphs and Tables					63/63	63/63	67/68	56/55	
Measurement								48/45	
MATHEMATICS									**48/48**
Concepts of Number									49/48
Computation									54/52
Applications									43/44

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
LANGUAGE
SPRING 1989

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LANGUAGE	**67/67**	**77/72**							
Language Mechanics	68/67	78/73							
Language Expression	67/68	72/67							
Study Skills/ABC Order	69/69	87/83							
LANGUAGE MECHANICS			**71/67**	**73/70**	**72/71**	**67/66**	**62/61**	**61/60**	
Capitalization			73/68	74/70	69/68	65/65	64/63	65/64	
Punctuation			69/65	69/66	66/64	61/60	57/57	54/53	
Applied Grammar			71/67	76/74	80/78	73/72	64/64	65/65	
LANGUAGE EXPRESSION			**69/65**	**68/64**	**66/63**	**62/59**	**61/61**	**65/63**	
Sentence Correctness			66/62	65/62	64/61	56/55	59/58	61/60	
Sentence Effectiveness			76/73	73/69	71/69	72/69	66/66	71/69	
ENGLISH									**56/54**
Language Mechanics									52/51
Language Expression									59/57

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
SPRING 1989

STUDY SKILLS

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
STUDY SKILLS			**70/66**	**66/64**	**70/69**	**67/66**	**65/65**	**66/65**	**58/57**
Library/Reference Skills			70/66	70/67	71/69	71/69	71/70	72/73	61/59
Information Skills			70/65	61/61	68/68	63/62	60/59	60/59	56/54
General Reference Sources								55/51	
Card Catalog								86/86	

SPELLING

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
SPELLING	**67/71**	**69/66**	**66/63**	**64/62**	**61/59**	**58/58**	**62/62**	**60/61**	**63/63**
Sight Words	61/66	72/69	72/69						
Phonetic Principles	72/75	73/69	68/66	67/74	64/62	58/59	63/63	65/66	63/63
Structural Principles	60/63	60/58	59/55	59/57	58/57	55/55	61/62	58/58	70/70
Homophones				70/69	61/59	61/62	62/61	57/56	52/52

LISTENING

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LISTENING	**65/64**	**69/67**	**65/64**	**61/61**	**66/66**	**67/67**	**65/65**	**64/64**	
Vocabulary	60/59	67/63	62/61	59/58	64/63	63/63	55/58	56/55	
Listening Comprehension	67/66	70/69	66/65	63/62	67/67	69/69	70/69	68/68	

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
SPRING 1989

THINKING SKILLS

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
THINKING SKILLS			**58/56**	**60/59**	**61/61**	**61/61**	**60/60**	**60/59**	**54/53**
Reading Comprehension			54/52	63/61	62/61	60/60	57/57	60/58	59/58
Concepts of Number			48/46	47/49	50/51	61/63	50/50	52/52	
Mathematics Applications			61/58	61/59	60/59	59/60	58/60	55/55	
Study Skills			69/65	62/60	70/68	65/65	65/64	66/66	56/55
Listening			57/56	61/59	61/63	61/62	67/67	65/64	
Mathematics									46/46
Science									52/51
Social Science									57/56

USING INFORMATION

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
USING INFORMATION			**71/67**	**68/66**	**69/68**	**66/65**	**66/65**	**64/64**	**56/54**
Mathematics Applications			75/72	75/74	63/63	63/63	67/68	56/55	
Study Skills			70/66	66/64	70/69	67/66	65/65	66/65	58/57
Science									49/48
Social Science									60/58

PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL NORM GROUP
SPRING 1989

SCIENCE

Category Objective	Grade 11 DE/NAT
SCIENCE	**53/51**
Physical	55/52
Biological	54/53
Earth/Space	49/49
Inquiry Skills	49/48

SOCIAL SCIENCE

Category Objective	Grade 11 DE/NAT
SOCIAL SCIENCE	**58/57**
Geography	58/58
History	56/56
Political Science	58/58
Economics	54/52
Psychology/Sociology/Anthropology	65/64
Inquiry Skills	60/58

APPENDIX B

STANFORD

ACHIEVEMENT TEST SERIES, EIGHTH EDITION

SCHOOL: 0000000555
SCHOOL CODE: NEWTOWN
DISTRICT: 000000055

GRADE: 04
TEST DATE: 04/89

NORMS: SPRING
LEVEL: INTERMED 1
FORM: J

STANFORD GRADE 04 NATIONAL

PARENT REPORT FOR
SAMUEL R JONES
STUDENT # 55444

TESTS	NO OF ITEMS	NATL PR	STATE PR	LOCAL PR
Total Reading	96	73	71	71
Vocabulary	48	70	73	69
Reading Comp	54	72	70	69
Total Math	118	42	42	42
Concepts of No.	34	36	37	31
Computation	44	65	67	68
Applications	40	29	28	28
Total Language	60	23	16	15
Lang Mechanics	30	36	31	28
Lang Expression	30	15	10	11
Spelling	40	76	74	68
Study Skills	30	38	36	35
Listening	45	67	68	64
Using Information	36	41	38	36
Thinking Skills	54	41	39	35
Basic Battery	387	51	50	46

NATIONAL GRADE PERCENTILE BANDS

1 10 30 50 70 90 99

AGE 10 YRS 4 MOS

Recently this student took the Stanford Achievement Test. This brief description of the scores presented above tells how the student did on the test, compared to the 1988 performance of students in the same grade from across the country. The Basic Battery score is a global indication of how well the student performed on the test. The score for this student is in the middle range for the grade, which means that performance on all subtests combined was well within the average range.

In reading, the total score is in the average range for the grade. Continued opportunities to read a variety of materials should be helpful.

In mathematics, the total score is within the average range for the grade. Continued experiences in working with number concepts, computation, and problem solving could be helpful to future learning in mathematics.

Overall, performance on the language subtests was somewhat below the average range for the grade. Performance on the Study Skills subtest was also somewhat below average. The score on the Spelling subtest is average.

Performance on the Listening subtest was within the middle range for this grade, indicating that the student can process information that is heard about as well as the typical student in the grade.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore, it is important to consider other kinds of information as well. The school has more detailed information about how the student is doing.

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PARENT REPORT WITH NARRATIVE INTERPRETATION

The Parent Report provides each student's scores for all subtests and totals. A graph of percentile bands, as well as a narrative that interprets test performance, is also included. On the sample report, each score that appears is identified.

The student identification area is at the top of the report. The student's name appears in the upper right hand corner of the report (Bullet A). The school and district names appear in the upper left corner (Bullet B). Information such as grade, test date, Stanford norms (Spring), test level, and form are printed at the top center of the score report (Bullet C). The content areas tested are listed on the left side of the page with the number of items contained in each subtest. The three scores that are reported are percentile ranks. The percentile ranks on this report (Bullet D) indicate the relative standing of a student in comparison with students in the same grade in the nation (Natl PR), state (State PR), and district (Local PR). Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

The percentile bands to the right of these scores (Bullet E) display graphically the student's percentile rank scores. The bands, which span ± 1 standard error of measurement, serve as a visual representative of student strengths and weaknesses relative to the norm group in each of the areas tested. By comparing any two bands, it can be determined whether the student did better in one subject area than in the other. If the two bands do not overlap, it may be concluded that the difference between the two scores is meaningful.